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Summer School

With Winter Year  
Club Special in Wilson Fair  
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MODERN  
SCHOOLS

# The Clearing House

*A journal for modern junior and senior high schools*

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# The Clearing House

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No. 5

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## THE CLEARING HOUSE

*A journal for modern junior and senior high schools*

VOL. 22

JANUARY 1948

No. 5

*The Literature Teacher as Psychologist:*

# FICTION is full of CASE HISTORIES

By

JAMES E. WARREN, JR.

**E**VEN THE TEACHER who believes in the teaching of literature for its own sake cannot fail to agree that the need for certain concomitant kinds of learning is too mandatory to go unheeded. And no teacher can deny the increasing demand for at least a modicum of psychological knowledge on the part of any understanding citizen of today's world.

Of course, the high-school curriculums at present are almost totally devoid of courses in any branch of psychology. Furthermore, "too little learning is a dangerous thing," and the average high-school teacher is certainly not equipped to play the role of consulting psychiatrist or to dabble too deeply and too dogmatically in the practice of mental hygiene. But surely the average teacher is equipped both by professional training and by years of practice in handling individuals to suggest to his students the fundamental aspects of personality from a scientific viewpoint—a viewpoint definitely not considered by the ordinary citizen.

The ordinary citizen continues in a scientific age to "size up" his fellowmen and treat them according to those rigid yet vague and too often entirely false suppositions which make up the sorry school of

thought and conduct referred to as "understanding human nature." Every high-school classroom contains boys and girls who, to understand better their own maladjustments, are in need of an understanding of a scientific, cause-and-effect approach to personality. Certainly no student can fail to profit from constant practice in observing the intricacies of the personalities of others.

And where can this practice be had more abundantly than in the literature class, where the material itself deals with the lives and thoughts of men, women, and children of all ages and conditions? Every character in every selection as well as the author himself, with his interests and emotions indicated in the selection, is a "case history" worth the sympathetic scrutiny of the class.

Of course, besides its social benefits, this psychological approach is almost imperative for complete literary appreciation. The better the literature, the more imperative becomes the demand for a real comprehension of character. The student can easily learn that the story which presents faulty or shallow characterization is inferior literature. With this realization, a more discriminating reader is born.

Moreover, it is well for the teacher to train the literature student to keep con-

stantly in mind the mental viewpoints of both characters and authors. On these factors depends much of the motivation of the plot, and often the reader's entire view of the plot, characterization, and setting is colored by the narrator, whose personality must always be considered.

For example, the student enters the classroom with the confession that the incidents of the assigned Sherlock Holmes story were not clear to him. He should be reminded that he was seeing those incidents through the eyes of the narrator, the rather thick-headed Dr. Watson, who is always bewildered by the seemingly meaningless actions of the brilliant Holmes. Also, Holmes, it should be pointed out, is somewhat of an exhibitionist and purposely makes his conduct mystifying to the good doctor. Thus, if the story is confusing on a first reading, the lack of comprehension is not so much due to the reader's inability to grasp facts as it is to the literary art of A. Conan Doyle.

Again, if the students are disturbed by their failure to understand any real motive for the murder in *The Cask of Amontillado*, it should be suggested to the class that the tale is told through the mind of Fortunato, obviously a psychopath who is suffering from a persecution mania. The "thousand injuries" and the "insult" for which he hated and killed Montresor probably never existed except in Fortunato's twisted mind.

Thus, if literature furnishes an abundance of opportunities for the limitless study of the human mind, and, in fact, demands an intelligent interpretation of the mind's actions, what may the literature teacher do with this material to help the high-school student to understand better both books and people?

*First, he may eliminate those false standards of judging character that exist both in life and in literature, and substitute more scientific methods of judging.*

He may point out the fallacy of a judgment based upon physical traits. The fic-

tion of the Nineteenth Century is filled with examples. In many of the best writers of that era, the character is parallel to the physical appearance: a high forehead denotes intelligence; long fingers, an artistic temperament; a steady gaze, honesty; a weak jaw, a weak character; thin lips, cruelty.

In *Silas Marner* Godfrey Cass's personality is summed up by the simple statement that he is an "open-faced" young man. When Lynette enters King Arthur's court to request aid and it is observed that she has a nose "tip-tilted like a flower," it is axiomatic that Tennyson wished her to be recognized instantly as somewhat of a snob. It will be of inestimable value if the teacher can erase from the student's mind any belief in such false criteria—erase it with the knowledge that modern science has completely disproved this approach.

Judgment by intuition is another misconception difficult to combat even today. In the novels of Hawthorne, for example, as well as in those of other writers of his day, the characters "sense" evil and good in others. The villain, despite his gracious manners, his seemingly good intentions, and his undeniable good looks, is one to whom all take an "instinctive dislike." It is enough that dogs growl at him, that children shrink from his attentions, and that the heroine feels "a sudden inexplicable chill" sweep over her when she contemplates him.

The average American still insists upon "taking an instant liking" or "taking an instant dislike" to someone, stating that "there is just something about him I like," and generally considering personality as an intangible thing, definite in its effect upon him, he feels, but as incomprehensible as the fourth dimension. Of course, this attitude is due merely to the inability of the individual to analyse, to break a personality down into its component parts, and to distinguish between such generalities as "He has a fascinating personality" and such

exact judgments as, say, "He speaks interestingly of his travels."

The stupidity of all this, of course, is that the thinking and feeling mind, with its various facets, its backgrounds, and its stimuli, is entirely overlooked in forming these judgments. But without a consideration of all these factors and many of their resulting actions, judgment is meaningless.

*And so the second opportunity of the teacher of literature becomes apparent: to suggest how the characters "got that way."*

The character of Tony Lumpkin in *She Stoops to Conquer* is excellent to illustrate a case of over-compensation. Tony's boisterousness, his low companions, his desire to control others (if only briefly through the delusion of a practical joke) are all evidences of his struggle to free his personality from a too-long boyhood imposed upon him by his mother.

"Good mother is bad mother unto me," agrees Gareth, and sets out recklessly upon an adventure, the successful termination of which will alone make up for the feeling of doubt about his own manhood, a doubt established in his mind by his former submission to his mother's possessiveness. The scorn of another woman, Lynette, and her later solicitude are alike painful to him. Even Lancelot's advice on fighting he brushes aside with,

Here be rules. I know but one—  
To dash against mine enemy and to win.

Finally, with victory and his moment of glorious patronizing of the younger knight known as "Night and Death," the cure of Gareth is probably completed.

Dunstan Cass of *Silas Marner* can be understood as a vicious-tempered brother only when one remembers the British law of primogeniture and realizes that Dunstan's pride is probably writhing under the thought that he will be dependent upon Godfrey, his elder brother and the acknowledged heir. His very recklessness in his horsemanship may be indicative of the

#### EDITOR'S NOTE

*Since few high schools—including Mr. Warren's—offer any psychology courses, he uses the fiction covered in his literature classes to give students "a modicum of psychological knowledge." On the basis that every character in every selection is a "case history," he never lacks material for his purposes. Mr. Warren teaches English in Joseph E. Brown High School, Atlanta, Ga. He has contributed poetry to The Atlantic Monthly and numerous other publications, and has had two volumes of poems published.*

death wish in what he feels is a hopelessly painful existence.

Sir Modred's sullenness and unsocial attitude is easy to sympathize with when one realizes his physical deformity (he is usually represented as a hunchback), which is terribly accented in the society of stalwart knights. Some versions represent Modred as Arthur's illegitimate son, whom Arthur will not recognize as his heir, and Modred's continual realization of the difference between "Sir Modred" and "Prince Modred" is an easily perceived cause of emotional conflict and bitterness.

The frustration of Hannah Breineh in *The Fat of the Land* is understandable when one takes into consideration her hopeless fight against strangling poverty and her even more hopeless attempt to "fit into" a society she does not understand.

All these are examples of the widest known conditions dealt with by psychiatry and are manifestations of life situations readily recognized by the high-school student. With the study of further examples supplied by the teacher and with observations of his increasing maturity, he should begin to apply these fundamental concepts in understanding those about him and to

perceive that the best literature is the truest picture of life.

*The literature teacher's third and final opportunity will be to suggest the possibilities for change in the human personality and to offer the hope of improvement.*

Most of us do not have the opportunity in life to watch closely a large number of personality problems of all sorts beginning, growing, and ending in disaster or triumph before our very eyes. Time and space forbid so uneconomical a method of learning. We cannot afford to wait for life itself to tell us and others of the immense course of personality, but in literature we may see intimately and study quickly the complete tale of the life of the struggling mind—its battles, its wounds, its victory or defeat. Especially do the novel and the long drama offer possibilities for illustrating the principles of change and growth in character. In them the teacher may point out the constantly warring forces of "good" and "evil" and the temporary or permanent triumph of the one or the other.

Here, incidentally, is the chance to answer that insistent question of the high-school student: "What is so great about Shakespeare, anyway?" Nowhere more than in Shakespeare's art is the spirit of man shifting its allegiance so continually and humanly to doubt, to fear, to joy, to melancholy. Nowhere else can it be more clearly seen that life is in the individual, who can

never be a "stock character." Here is life itself condensed into five acts for us.

In books, the minds of thousands can be opened to us during the period in which we might study only one among our acquaintances. And no man's acquaintances, however many they may be, can equal the number and variety he may find at will upon his bookshelf.

Let the teacher of literature, then, emphasize for his students the variety of problems of a variety of men, women, and children. Let the student see sadly the destruction of Macbeth's character in the clutches of ambition and superstition as it gathers momentum and plunges into the pool of its own blood. Let the simplicity of Silas Marner's affection for a little girl be accented as the cause of the rebirth of his social intelligence. Let the reader be urged to weigh carefully the love for a human being against the abnormal love for the acquisition of small, round pieces of metal.

And from the myriad of "case histories" of literature, both fiction and biography, let the teacher hold out one that will by its example and teaching bring relief to Betty Jane, so that she will quit fingering the edges of her notebook and biting her lips. And may he find one that will serve to drop a hint to Lamar that, if he will turn his gaze away from the window and from escape and back into the classroom, he may find happiness there after all.



## Misuse of Group Intelligence Tests

Group tests of mental ability are widely used and in many schools are given to all pupils. The results of these tests are referred to as an aid in solving educational problems. If a child is not learning well and the intelligence test shows him to be of low mental ability, the tendency is to assume that the answer is known and that there is not much help to be given.

It is apparent that many school people have not had sufficient training to realize that the choice of a mental-ability test appropriate for a given individual must be based upon a knowledge of the

circumstances surrounding the case. The absurdity of giving a mental test involving reading to one who is deficient in reading and the great harm which is likely to result from such a practice should be obvious, but it seems that the caution must be urged again and again in order to protect certain types of pupils.

Perhaps it should be stated categorically that no group test of any kind should be used unless there is provision for intensive, individual study of those persons making low scores on it.—D. A. WORCESTER in *Nebraska Educational Journal*.



# THE BLIND

10 experts, 25 "people"  
define "intelligence"

## look at an ELEPHANT

By  
CLEVELAND J. GAY

WE TEACHERS have been dealing with *Intelligence*, as the raw material of our craftsmanship, for all these years.

Well, what is intelligence? With *what* are we dealing?

In graduate school this past summer the writer took part in a class discussion on the subject of "Intelligence." It seemed that no one present had any clear idea of the meaning of intelligence, a fact for which we might be excused, as the recognized authorities whom we quoted seemed to have no clear idea of the meaning of the term, either.

This confusion inspired the writer to undertake a brief research project. Lexicographer Noah Webster said that when in doubt as to the correct pronunciation of a word, "go to the people." The writer adapted this advice and asked twenty-five "people" to tell him the meaning of intelligence. His only criterion in selecting those to be interviewed or questioned was that the person had never attended college.

In the following comparison of the definitions of intelligence given by authorities in the field, and by "the people," one must recall an old story. It is about the six blind men who went to "see" an elephant, and came away, each describing the elephant in terms of the part of the elephant's body touched by him.

### I. The Authorities Look at the Elephant

Following are definitions of intelligence by some recognized authorities in the field:

Terman<sup>1</sup> says: "An individual is intelligent in

proportion as he is able to carry on abstract thinking."

Colvin<sup>2</sup> says: "An individual possesses intelligence insofar as he has learned or can learn to adjust himself to his environment."

Peterson<sup>3</sup> claims: "Intelligence seems to be a biological mechanism by which the effects of a complexity of stimuli are brought together and given a somewhat unified effect in behavior."

"Intelligence is an acquiring capacity."—Woodrow<sup>4</sup>

"Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements."—Stern.<sup>5</sup>

Binet<sup>6</sup> says: "Intelligence is completeness of understanding, inventiveness, persistence in a given course, and critical judgment."

Spearman<sup>7</sup> says: "This word (intelligence) in its ordinary present-day usage does not possess any definite meaning . . . neither its utterers nor its hearers appear to have behind it any clear idea whatever."

Boynton<sup>8</sup> claims: "Intelligence is an inherited capacity of the individual which is manifested through his ability to adapt to and reconstruct the factors of his environment in accordance with the most fundamental needs of himself and his group."

Woodworth<sup>9</sup> finds: "Intelligence is the amount of retentivity or ability to use facts and activities already acquired."

Thorndike<sup>10</sup> says: "Intelligence is the ability to make good responses from the standpoint of truth

<sup>1</sup> Ibid., p. 8.

<sup>2</sup> Ibid., p. 8.

<sup>3</sup> Ibid., p. 8.

<sup>4</sup> Ibid., p. 8.

<sup>5</sup> Ibid., p. 8.

<sup>6</sup> Ibid., p. 8.

<sup>7</sup> Ibid., p. 3.

<sup>8</sup> Ibid., p. 22.

<sup>9</sup> Ibid., p. 8.

<sup>10</sup> Charles E. Skinner, Edit., *Elementary Educational Psychology*, Prentice-Hall, Inc., New York, N.Y., 1945, p. 97.

<sup>1</sup> Boynton, Paul L., *Intelligence*, D. Appleton Co., New York, N.Y., 1933, p. 8.



or fact." (Thorndike later found it necessary to differentiate between kinds of intelligence—for example, abstract, mechanical, and social types.)

Now that the authorities have had their say the "people's" version will be presented.

## II. The "Blind" Look at the Elephant

First will be listed the occupation of the person making the response. Then will follow the response, followed in turn by the name of an authority, in parenthesis, whose view is most nearly paralleled.

1. ELDERLY POLICEMAN: "Intelligence is 'horse sense' . . . knowing right from wrong . . . knowing how to act in all situations." (Colvin)

It is not too surprising that this policeman entrusted with the enforcement of law should think of intelligence as a moral issue.

2. HIGH-SCHOOL JUNIOR (I.Q. 139): "Intelligence is 'horse sense' . . . knowledge and the exercise of knowledge." (Boynton, Thorndike, Woodrow)

To this young man with an I.Q. bordering on genius, knowledge is the *summum bonum*.

3. HIGH-SCHOOL GRADUATE, June '47: "Intelligence is an ambiguous term." (Spearman)

This young person, who seemed rather flighty, gave absolutely no thought to the question asked—and may have come nearer the truth than any of the others.

4. COLLEGE FRESHMAN (math major): "Intelligence is the ability of a person to use his powers of reasoning." (Terman)

Obviously, a person intending to major in math for engineering purposes needs to be able to reason.

5. MIDDLE-AGED WORKER IN CHEMICAL LAB: "The intelligent man speaks softly, thinks deeply, conducts himself properly at all times." (Terman, Thorndike)

In talking with this man it was discovered that he is married, has two children. His wife weighs nearly 200, and he is a mere wisp of a man weighing about 130

pounds. His definition of intelligence is at least practical.

6. MIDDLE-AGED SALESMAN: "Intelligence is the absorption and remembrance of facts." (Woodworth, Thorndike)

The successful salesman *must* know facts about the article he is selling, whether these facts be real or just figures of speech.

7. AGED LIBRARY GUARD: "Intelligence is being able to get things out of your own head instead of out of books." (Terman)

This man wore glasses and cocked one ear, which indicated deafness, when spoken to. His response could be interpreted as an apologia for his trouble with reading and hearing, or as probable disgust with his job.

8. HIGH-SCHOOL GRADUATE, June '47: "Intelligence is the ability to know the Why and Wherefore of living. It is the rating of an individual's capacity for understanding." (Terman, Binet)

This young man plans to teach school.

9. ASS'T. PUBLIC-SERVANT ATTENDANT: "Intelligence is a person's common sense." (Boynton)

This young lady works in a recreation center. No doubt "common sense" has stood her in good stead in dealing with people of different temperaments.

10. MIDDLE-AGED PUBLIC-SERVICE ATTENDANT (widowed for 17 years): "Intelligence is the same as mind over matter. It is the same thing as God, knowing right from wrong." (Colvin)

Seventeen years ago this widowed woman was a comely young woman in her early thirties. Temptations must have been legion. Is it surprising that intelligence to her should be "mind over matter"?

11. YOUNG POLICEMAN: "Intelligence is knowing what to do in different situations." (Colvin)

This response is very much like that of the middle-aged policeman, and certainly a law enforcement officer should know what to do in different situations.

12. MIDDLE-AGED TAILOR: "The intelli-

gent person is economical. He is respectful and understanding." (*Binet, Woodrow*)

Most certainly these are wonderful attributes to have in the tailoring business.

13. CADDY: "Intelligence is 'common sense' . . . being able to reason out what to do." (*Boynton, Terman*)

Being able to reason out whether to use a mashie or a niblick, for instance.

14. CONCESSION WORKER: "Intelligence is the acquisition and the imparting of knowledge." (*Thorndike, Woodrow*)

This young man was a high-school graduate who planned to teach.

15. MIDDLE-AGED INSURANCE WOMAN: "Intelligence is 'common sense,' being tactful, knowing how to meet any situation." (*Boynton, Stern, Thorndike*)

This is "gospel" for all insurance agents.

16. CADDY: "Intelligence means (quote) you gotta lotta brains (unquote) . . . you know what to do." (*Thorndike, Colvin*)

This appears to be the same response as No. 13.

17. MIDDLE-AGED SALESMAN: "Intelligence is how you behave yourself . . . how you act toward other people." (*Peterson*)

This runs hand in glove with the absorption and remembrance of facts. (No. 6)

18. MIDDLE-AGED FACTORY WORKER: "Intelligence means to respect the other fellow . . . treat him like a human being." (*Thorndike*)

It would appear here that this gentleman's foreman is rather harsh at times.

19. YOUNG INSURANCE MAN: "Intelligence is the ability to reduce things to a 'common sense' plane." (*Boynton*)

It would seem to be a manifestation of "common sense" to carry protection in the form of insurance.

20. YOUNG CARPENTER: "Intelligence is education and understanding." (*Thorndike, Woodrow, Binet*)

The interpretation here is elusive.

21. YOUNG TRUCK DRIVER: "Intelligence is what people know." (*Thorndike, Woodrow*)

#### EDITOR'S NOTE

*If you gave a definition of "intelligence," it probably would be biased by such matters as your character, interests, circumstances, and vocation—but it wouldn't convey any clear idea of the meaning of the term. So we would suppose from Mr. Gay's recent little study. He went to "the authorities" and to "the people" for definitions, and came back with some odd and illuminating information. Mr. Gay is director of the Department of Guidance of the Booker T. Washington School, Wichita Falls, Tex.*

Among other things this young man knows how to drive a truck.

22. RESTAURANT OWNER: "Intelligence means to have a clear outlook on everyday living." (*Binet*)

Considering the spoilage rate of foods, it would seem imperative that one in the restaurant business should have a clear outlook on everyday living.

23. MIDDLE-AGED HOUSEWIFE: "Intelligence is the sum of the things that make up culture and refinement. One must be born with it. Intelligence reaches out into every field that makes up the higher aspects of the world." (*Terman, Peterson*)

This woman is highly religious and also is a sincere lover of the drama and the fine arts.

24. YOUNG FACTORY WORKER: "Intelligence means treating others as you would have them treat you." (*Thorndike*)

Here, again, we have the case of the factory worker and the none too gentle foreman.

25. YOUNG HOUSEWIFE: "Intelligence is doing the right thing at the right time." (*Colvin*)

It must take some planning to manage a house successfully.

### III. Conclusions

In attempting to analyze further the preceding responses, two conclusions become readily apparent. (1) There is a high correlation between each individual's response and his needs, interests, and/or work. The students answered in terms of scholastic demands. The workers answered in terms of what is required of them in their work. Some answered in terms of a need growing out of their experiences. (2) In a great majority of the responses, intelligence was considered something that existed only insofar as it could be measured by its products.

Some other conclusions not so readily apparent are as follows: (1) Some responses were pure rationalizations to "point up" their jobs and to justify their not being college graduates. These include all responses except Nos. 2, 3, 4, 5, 8, and 9. (2) At least one response (No. 10) represented a distinct philosophy of life. (3) At least two responses (18, 24) were subconscious resentments against some individual (a foreman, for instance). (4) Many answers (take your pick) were "defense mechanisms" so that, in effect, what each individual was really saying, was: "I am intelligent."



## \* \* THE SPOTLIGHT \* \*

### *Excerpts from articles in this issue*

Every character in every selection [of literature] as well as the author himself, with his interests and emotions indicated in the selection, is a "case history" worth the sympathetic scrutiny of the class.—*James E. Warren, Jr.*, p. 259.

It seemed that no one present had any clear idea of the meaning of intelligence, a fact for which we might be excused, as the recognized authorities whom we quoted seemed to have no clear idea of the meaning of the term, either.—*Cleveland J. Gay*, p. 263.

Opportunities for extra time and work in the laboratory may be given to selected students who evince science talent and who have completed at least one year of science. Such students might have the status and title of laboratory assistants.—*Blanche Bobbitt*, p. 267.

The license states that he has had enough training to teach without experience. But once he has had five or ten years' experience the license is no longer good.—*Archie F. Bowler*, p. 280.

It is assumed that older doctors will keep up with new discoveries. How? By going back to school? No, by the in-service way, the adult way.—*Lois J. Denny*, p. 283.

In one particular homeroom, two or three boys

who were likely to forget to pick up lunchroom papers volunteered to serve on a committee to help solve this problem. Needless to say, the problem was then already solved.—*Ben B. Mason*, p. 287.

How many classroom teachers are willing to risk weekly their reputation as teachers in the glaring spotlight of frenzied or calculated public opinion, as does a coach?—*Paul M. Crafton*, p. 292.

Extracurricular activities, as conducted in most American high schools today, are detrimental to students and teachers. . . . many American boys and girls have been transformed into "basement angels." . . .—*William G. Meyer*, p. 294.

A bit of facetiousness, when one of the boys shouted his "Damn you" and turned to find himself colliding with me, led to this unit.—*Esther Gealt Walser*, p. 296.

My advice to prospective teachers is this: If you cannot qualify for both radio and movie work, you had better not choose teaching as an occupation.—*Ethel M. Jones*, p. 304.

The majority of the school population shied away from our school dances, yet, when we questioned them, we learned that almost every student really wanted very much to go.—*Lenore Mary Foehrenbach*, p. 307.

# What Science Teachers Can Do for GIFTED PUPILS

By

BLANCHE BOBBITT

**I**N MASS education an outstanding problem is evident: What provisions should be made for the small group of low-ability pupils and for the small group of superior-ability pupils? Many valuable techniques have been developed in an attempt to encourage the pupils of low ability to attain their expectancy. But in my years of teaching experience I have found that usually the superior pupils are not challenged to achieve up to their expectancy.

There are several avenues of information open to teachers who seek to locate the pupils who have talent and interest in science.

As a part of the guidance and counseling program of many senior high schools there are parent-pupil-counselor conferences held during the tenth year. Such conferences reveal the special interests of pupils. In the preparation of each term's schedule of classes there are often conferences between homeroom teachers and pupils or between counselors and pupils wherein interests of pupils in special fields come to light. The cumulative record cards which are sent from junior to senior high schools often contain statements regarding special interests of pupils. Since pupils' junior-high-school achievement records are on these cards, examination of the cards will acquaint teachers with the subjects in which pupils excel. Results of interest inventories are also of value in determining pupils' major-interest fields.

A variety of opportunities exists in science classes for the discovery and development of special interests. Announcements of various science contests via school circulars,

bulletin boards, etc., motivate some pupils to declare their interests and objectives. Science Service has made available to schools, upon their requests, a motion picture which explains the Annual National Science Talent Search. This picture serves as an excellent stimulus for many pupils.

Students whose interest in science has been revealed may be encouraged to develop such interest by membership in science clubs, by opportunities for extra time and work in the laboratory, and by individual conferences with science teachers.

Membership in science clubs may be directed to worthwhile projects, such as the collection of specimens for class use or for the school museum, and the construction of equipment which may be a valuable contribution to the school. One such club, known as the Physical Science Club, in one of the Los Angeles City high schools, undertook the project of constructing a nine-inch telescope. The club members prepared the mirror, obtained the lenses, and built the framework during meetings which extended over a period of three years. When the telescope was finished and mounted on one of the school buildings, the club presented it to the school at a graduation ceremony.

Opportunities for extra time and work in the laboratory may be given to selected students who evince science talent and who have completed at least one year of science. Such students might have the status and title of laboratory assistants. Special laboratory experiments and problems may be planned with each laboratory assistant. He may do such work on the



## EDITOR'S NOTE

*The business of locating and encouraging science talent in the high schools seems to have taken quite a spurt in recent years. Dr. Bobbitt has some concrete suggestions on how science teachers can do their part. A former science teacher in the Los Angeles, Cal., City Schools, she is now supervisor of science and mathematics in the Senior High School Education Division of the system.*

days that the regular science classes are doing desk work.

When members of the regular classes are in the laboratory for class experiments, the laboratory assistants gain excellent experience as well as give aid to the teacher by dispensing supplies, preparing solutions, setting up equipment, and generally caring for the stockroom. Such a plan enables the teacher to remain outside of the stockroom during laboratory time in order to give close supervision and help to the members of the regular classes.

Experiments which laboratory assistants may be encouraged to do can involve many phases of science. During one school year a group of chemistry laboratory assistants in a senior high school worked on both macro and semi-micro methods of qualitative analysis and on studies of nutrition, dyes and textiles, soil analysis, metallurgy, paints, colloids, and stain removal. Many of the home-economics classes watched the progress of the nutrition studies and became very interested in the results. Experiments in progress as well as completed projects were explained by students upon occasions such as open house, visits by interested parents or friends, and class requests.

In one school a group of laboratory assistants constructed a small distilling unit

which they operated daily so that other science laboratories and the shops might have distilled water at any time.

During a period of time when custodial service was at a premium, I have seen laboratory assistants paint the laboratory benches with an acid-resisting paint which they prepared, wash woodwork and walls, paint woodwork, varnish laboratory lockers, empty crocks of wastes and debris, and resurface plumbing equipment.

A sense of service to the school is realized by the special students as they help members of science classes in laboratory work, maintain the care of the laboratory and stockroom, and contribute to the school in various other ways. Among such laboratory assistants there will surely be some who wish, or who should be encouraged, to participate in various contests, such as the Annual Science Talent Search, which is nation wide, contests conducted by some sections of the American Chemical Society, the Westinghouse examinations, and various university examinations which are competitive for scholarships.

There is also the Bausch & Lomb Award, made to a senior who has shown notable growth and talent in science. I knew one senior, a recipient of the Bausch & Lomb Award, who did excellent work in physics, physiology, chemistry, mathematics, English, and foreign language; maintained a group of animals for a series of home experiments; and worked part time with animals used for research in a university biochemistry laboratory.

It may be noted that contests such as those of the National Science Talent Search, sections of the American Chemical Society, the Westinghouse Scholarship Contest, and various university scholarship examinations reflect credit to the school when winners, honorable mentions, and honor teams are achieved. The contribution of the school to the individual in his success should be recognized.

When the students have once decided



upon entering a certain contest or taking an examination for a scholarship, it is the teacher's obligation to direct them in studying helpful and appropriate material. To maintain such guidance of talented pupils, many individual conferences are essential. Acquaintance, not merely casual, should be developed with the student's family. A definite study program and schedule should be planned.

Arrangements should be made for social and professional contacts of the student with professors of various universities, with people in industrial plants or commercial laboratories, and with former high-school graduates who have won university scholarships. Contacts among prospective high-school contestants and students in college on scholarships often result in study conferences that may be repeated frequently. An incentive which attracts and challenges superior students is the success of other high-school graduates in winning scholarships and in achieving high scholastic ratings in college.

Exceptional children do not travel entirely under their own power. They often need prodding, not only in their science work but in some other subjects as well. Their opportunities to do special work

in the laboratory may be held up as an award which must be forfeited if accomplishment in science or in any other subject deteriorates.

The techniques and opportunities listed here are among those that have been practiced and found to be of value. It is hoped that other techniques for challenging superior children will be reported. Such information would be a stimulating contribution to our instructional program.

Letters requesting information about some of the scholarship contests mentioned may be addressed as follows:

*American Chemical Society*

1155 Sixteenth St., N.W.  
Washington 6, D.C.

*Bausch & Lomb Optical Co.*

Mr. A. W. Kelly, Chairman  
Science Award Committee  
635 St. Paul St.  
Rochester 2, N.Y.

*National Science Talent Search*

Science Clubs of America  
1719 N St., N.W.  
Washington 6, D.C.

*Westinghouse Scholarships*

Westinghouse Electric Corp.  
Mr. Louis M. Stark, Manager  
School Service  
306 Fourth Ave.  
Pittsburgh 30, Pa.



## Hysteria Repeats Itself

To those who recall the imposition of loyalty oaths on teachers, the hasty revision by state departments of education of directives on the teaching of history, the scrutiny of textbooks, and the requirement that teachers in the District of Columbia must state under oath that they had not "taught" Communism, which followed World War I, the current wave of concern about the loyalty of American citizens will not come as a surprise. What is surprising is that so little has been learned from past experiences about the effects of making martyrs of small groups which are assumed to be disaffected. . . .

In the days when the conflict between science and religion was hotly debated, a group of students

in a denominational college informed its president that they were planning to organize a society of atheists. "Fine," said the president, "put my name down as a charter member." The society was not organized. There is a profound lesson in this story—suppression and martyrdom, which are too often invited or expected, will not work. . . .

Suppression creates martyrs, and martyrs may win sympathy in the most unexpected quarters. What is actually being accomplished by the current wave of hysteria is to give publicity to ideas that we do not like on the assumption that the ideas and ideals which we wish to maintain and preserve will somehow or other take care of themselves.—  
I. L. KANDEL in *School and Society*.

*The faculty is invited to take a test:*

# RATING SCALE on TEACHER MORALE

By TRAVER C. SUTTON

**M**OST EDUCATIONAL IDEALISTS and theorists give to the problem of morale very little definite and practical attention. The factor of morale is very important in the success of any school system, because the success of any school always goes back to the human element. In the final analysis the success is determined by the teachers.

Would you care to evaluate your own morale status? The rating sheet which accompanies this article has been designed for that purpose. There is nothing original or new in this self-analyzing chart—it is merely a compilation of suggestions obtained from teachers, school administrators, and men engaged in personnel work in the field of industry. The items have been grouped under three different "propositions," and under each of these propositions are several questions. The questions are followed by various answers, lettered (a), (b), (c), (d), and (e). The answer that meets your own situation or condition should be chosen. On a sheet of paper, write the numbers 1 to 15 for the questions. Beside each number write the letter of the answer you have chosen, and its value. Use the following evaluating key for obtaining your "grade" on each division of five questions.

## *Evaluating Key*

57 or less .....	Very low morale
58 to 63 .....	Below average
64 to 72 .....	About average
73 to 77 .....	A little better than average
78 to 100 .....	Excellent morale

## *First General Proposition*

AS AN EDUCATOR WHAT IS MY ATTITUDE

TOWARD MY PRINCIPAL, OR IMMEDIATE SUPERIOR? HOW DO I INTERPRET MY FEELINGS ABOUT HIM?

*Question 1. Does your principal provide opportunities for making suggestions that might improve your school?*

(a) I have decided that suggestions are not wanted. I have reached a point where I no longer care to make suggestions, and I just go through my routine schedule. *Value 8*

(b) We are encouraged to make suggestions that might improve the school, and I do make suggestions from time to time. Because of heavy schedules—and because the office is very busy—it is with difficulty that time can be found to discuss suggestions. Many suggestions are used. *Value 15*

(c) Our school provides the opportunity for teachers to make suggestions, but we feel that they are not wanted. It appears that the opportunity to present suggestions is a device to enable teachers "to blow off steam." *Value 5*

(d) The head of our school makes the teachers feel that it is part of their job to make suggestions for the betterment of his school. Great emphasis is placed on school improvement. Suggestions are used. *Value 20*

(e) Suggestions are neither encouraged nor discouraged. Few of the suggestions offered are used—so that the teachers do not know if they are accepted or not. There is little interest in making suggestions for improvement. *Value 2*

*Question 2. If a problem concerning a grievance or a complaint develops in your school, what is the procedure or manner of handling it? This is a very important question.*

(a) If the complaint is at all serious in character our principal will not decide the matter, but passes it on to his immediate superior. Usually this is the last the teachers hear concerning the grievance. There is difficulty in obtaining a clear-cut decision on any important problem. *Value 0*

(b) My principal listens to the complaints—and then does nothing about them. Teachers must settle such problems to the best of their own abilities. *Value 0*

(c) My principal gains the confidence of his teachers, for he listens with care and sincere interest to a complaint. He then acts with fairness and impartiality on those grievances that seem to be just. Those that do not seem to him to be of importance are neglected. *Value 15*

(d) My principal is an excellent conversationalist, and when a complaint is presented he discusses it from all sides in great detail. He then tries to persuade me to forget the whole thing. He will act under pressure. *Value 15*

(e) My principal never avoids a problem and will always make a decision. He accepts a complaint as a routine responsibility, he thoroughly investigates, and then makes a definite and clear decision. *Value 20*

*Question 3. The success of a principal is largely determined by his efficiency in handling groups of teachers. In order to accomplish this efficiency how does your principal discipline those teachers who deserve it?*

(a) My principal comprehends that teacher discipline cannot be thought of as a system of punishment but rather in terms of guidance. His suggestions and criticisms during discussion of a problem are helpful—and never given in the presence of other persons. He realizes that a mild reprimand will often be the cure. *Value 15*

(b) My principal is rather rude and abrupt in making criticisms, and comes directly to the problem. He does take the teacher aside—but only his side of the problem is presented. He tries to be fair and he is honest. *Value 10*

(c) My principal is possessed of a "loud way of dominating" and an arrogant sureness of himself. He loves to offer his criticisms in front of other teachers. He appears to like to make a teacher "feel small." *Value 0*

(d) My principal understands discipline problems and is able to explain to his teachers the direct relationship between the interpretation of the general policies of his school system and teacher morale. Any criticisms are always made in private. *Value 20*

(e) My principal is of the shouting variety, and uses plenty of noise and sarcasm in front of other educators. He creates a great deal of resentment. In all other ways he is a good schoolman. *Value 5*

*Question 4. Is your principal possessed of mental and emotional characteristics which make it difficult for him to deal with his teachers in an impartial manner?*

(a) My principal finds it difficult to ac-

#### EDITOR'S NOTE

Mr. Sutton states that he has spent some time in developing this self-analyzing chart on teacher morale, on which he had the cooperation of teachers, school administrators, and personnel executives in industry. There are fifteen multiple-choice questions, with values assigned for the answers, and a "grading" key. Possibly your score will surprise you, one way or the other. If you would like to know, sharpen your pencil. Mr. Sutton teaches science in Cass Technical High School, Detroit, Mich.

cept facts uncolored by personal prejudice. Because of this his close friends are always given more than their share of the "breaks" or "soft jobs." If left alone he makes a fair decision. *Value 5*

(b) My principal plans ahead, keeping in mind all of the functioning factors of his school, and he is thoroughly impartial in his assignments. He is interested in securing the best results for the school. *Value 20*

(c) In relation to this problem it is difficult to classify my principal. Perhaps the best description is "inconsistent." He tries to be fair and impartial, but at times he allows his personal prejudice to overrule his judgment. *Value 10*

(d) My principal openly favors certain teachers. He makes no excuses. If you are one of the favored individuals that is fine—if not, you are just ignored. *Value 0*

(e) My principal tries to be impartial, but he is influenced by the community, local civic organizations, etc. He is afraid of outside influences. Most of the time he does an excellent job. *Value 15*

*Question 5. Do you feel that your immediate school superior is qualified for his present position? Consider his education, experience, social background, training, as well as his success in the position he now holds.*

(a) My principal is a capable man, qualified in terms of education for his present position. He is still growing, and should soon be ready for a bigger and better position. *He needs experience. Value 15*

(b) My principal is a well-educated man but he possesses certain unfavorable personal habits and lacks a good social background. He understands school problems. He does not have all of the traits needed for good school leadership. *Value 10*

(c) My principal has the proper education, experience, and social background for his position. He has the needed personal qualifications. He is both a good school man and a civic leader. He controls his school and gets along well with teachers,

students, and the community. *Value 20*

(d) My principal is just an average educator—except in one thing. He thinks that because he has been made the head of a school he is now an expert in all types of school teaching and in all subject matter. *Value 5*

(e) My principal is not an educator, and he is not a good school administrator. He does have some strong political friends. *Value 0*

### *Second General Proposition*

AN ATTEMPT TO INTERPRET MY ATTITUDE AND FEELING ABOUT MY TEACHING POSITION

*Question 1. What are the physical conditions under which you offer instruction? Consider all factors—such as outside noise, lighting, janitorial service, location of library, lavatories, etc.*

(a) Our building is very old and is not in a good state of repair. Needs to be modernized. Located in a noisy part of the city. Very difficult to keep clean. *Value 0*

(b) Our building is old but it has been kept in good repair. Some attempts have been made to modernize the building. More convenient than most old buildings. *Value 15*

(c) One part of our building is new, and part is very old. The new part of the building is poorly constructed and is not well planned for school work. The older part of the building is inadequate. It should be rated as a very poor school building. It is kept clean and has better than average equipment. *Value 5*

(d) Our building is only a few years old. The planning is excellent. Light and heating ideal. All physical conditions are good. It is an excellent place in which to work. *Value 20*

(e) Just an average school building—nothing outstanding. Average equipment. *Value 10*

*Question 2. What is the general attitude of the teachers in your building toward one another?*



(a) They are neither friendly nor unfriendly. There are no quarrels nor disputes among teachers. They do their work and leave one another alone. *Value 10*

(b) There are many older teachers in our building. New teachers feel that there is a distinctly unfriendly condition existing. The older teachers are very loyal to the school. *Value 5*

(c) The teachers in our building realize that modern educational methods demand cooperation. They cooperate willingly and intelligently because they are given the proper information and treatment. *Value 20*

(d) The teachers in my building are unfriendly to me. I am treated as an outsider. This condition may be my own fault. *Value 0*

(e) Very friendly in all personal relationships. *Value 15*

*Question 3. After giving all factors careful consideration what decision have you reached about possibilities and opportunities for promotion or advancement?*

(a) Our school system has found that it is to its advantage to promote people from within, advancing those with proper training when better positions are available. I am interested in a certain position and believe I am going to get it. *Value 20*

(b) I have the feeling that I have been overlooked in the promotional scheme, and am now satisfied with my present position. I do not care to assume greater responsibility. We are made to feel that our job is important. *Value 10*

(c) I do not believe that there is any possibility for advancement. *Value 0*

(d) I may have a chance—a small chance—for advancement consideration. I do not feel that my case is hopeless. I should take more courses in my field. *Value 15*

(e) A miracle may happen and I shall receive a deserved promotion—but I doubt it. *Value 5*

*Question 4. Do you now have a position for which you are prepared? What are your*

*feelings about continuing in your present position?*

(a) My training and education qualify me to teach the subjects assigned to me. However, I am better qualified to teach in another department. Would prefer to make the change. *Value 15*

(b) I am happy in my work and am successful in handling the teaching problems in my department. Would not care to change. *Value 20*

(c) I am indifferent—for I do not like teaching. *It is not* unbearable. I know that I do a pretty good job. *Value 5*

(d) Would like to leave teaching and engage in *other* work. *Value 0*

(e) Teaching was not my first choice of occupation—but considering my training and background I like it very well. I would not care to change. *Value 10*

*Question 5. Keeping in mind only your own school system, do you think the salaries paid are adjusted in the proper manner for the various positions?*

(a) When salaries are evaluated in relation to the work performed, and the responsibilities assumed, most of the salaries are fairly distributed. *Value 20*

(b) There are many unusual variations in salaries even where the teachers are teaching the same subjects and performing the same duties—and are possessed of the same amount of experience and training. A new salary schedule is being considered. *Value 5*

(c) The school administration has tried to be fair, and is attempting to pay individuals having the same general qualifications the same salaries. *Value 15*

(d) The use of a too flexible salary schedule has created a few inequalities. *Value 10*

(e) A study of our school situation reveals much actual discrimination in the matter of salary. The differences or inequalities between salaries paid has created a very low teacher morale. People without educational background frequently receive higher sala-



ries than those who have earned the master's degree. *Value 0*

### Third General Proposition

IS YOUR COMMUNITY A GOOD PLACE IN WHICH TO TEACH?

*Question 1. Compare your school with those in other towns. Relatively, how does your community act toward its teachers?*

(a) Our community tries to make teachers feel that they are overpaid. The general social attitude toward teachers is better in other localities. *Value 5*

(b) Our salary schedule is low—but the community makes teachers understand that better salaries would be paid if the money was available. The community is better than the average. *Value 8*

(c) Our community has a very high average in good teacher attitude. A few nearby systems are better. Average salaries. *Value 15*

(d) From the teacher viewpoint the community contacts are almost ideal. It is the finest community in which I have taught. *Value 20*

(e) Very much the same as the majority of towns of its size. Same problems and conditions. Low salary schedule. Teachers do not remain in the system. *Value 2*

*Question 2. What is the general relationship between the local board of education and teachers?*

(a) The board pays but little attention to the teachers. There is very little contact between board members and the teaching staff. An atmosphere of indifference exists. *Value 2*

(b) The board knows that a certain number of teachers are employed—and that the teachers are paid salaries. Only good teachers are hired. Good physical conditions are provided but there is little personal interest. The teachers represent a certain number of instructors employed rather than human beings. *Value 8*

(c) A very close social relationship

exists between teachers and board members. The board really tries to understand the teachers and their problems. Many of the teachers have been in the system for a long period of time. *Value 20*

(d) Teachers are hired—and are supposed to teach. Little or no regard exists for the teachers or the schools. Antagonistic attitude toward education. *Value 0*

(e) Teachers are considered as human beings. They are well accepted in a social manner. Board and teachers plan and work together. Good community interest in teacher welfare. *Value 20*

*Question 3. Vacancies occur in all school systems. How are teachers in your school system selected to fill such vacancies?*

(a) My school feels that a properly selected and trained teacher is just as important as equipping the school building with properly selected laboratories, material, and furniture. Promotions are made by choosing the most deserving, on the basis of training, ability, and service. *Value 20*

(b) Seniority is given first consideration. Ability to handle the job is given secondary consideration. *Value 10*

(c) Our organization fails to take advantage of values to be gained through promoting qualified teachers who are already in the system. Important positions are filled by employing teachers outside the school system. *Value 5*

(d) For many years all our promotions have been made from within our own school system. The promotion has frequently been considered a reward to the most readily available qualified person. *Value 15*

(e) Relatives of board members come first—and then those carrying political influence are given promotion consideration when vacancies occur, regardless of ability or educational qualifications. *Value 0*

*Question 4. When you talk with people outside your school system about your work*

and school, what is your attitude? What impression do you leave with your friends after you have talked about your job?

(a) I am afraid that I make them feel that I do not like my job very well. That there are many better teaching positions than the one I have. I do like teaching. *Value 5*

(b) I have a happy enthusiasm for the work of teaching, and am very proud of my school. *Value 20*

(c) I consider teaching as a job, and do not talk about my school work. I believe that I have a negative attitude. *Value 5*

(d) I do not consider my position as a worthy one and I know that my school is a "cheap" one. I do not talk about my school work—I am ashamed of what I am doing. *Value 0*

(e) While my school is not the best one

in the state, I am very sure that I would not care to teach in certain schools located only a few miles away. I am in a good school system. *Value 15*

*Question 5. Do you have a capable and intelligent school board?*

(a) Better than the average. *Value 10*

(b) Several members of the board are not capable. The majority of the board is doing an excellent job. *Value 5*

(c) Board is made up of the real leaders in the community. We have an excellent board. *Value 20*

(d) Board is composed of good solid citizens—an average board, trying to do a good job. A very sincere group. *Value 15*

(e) Not one member of the board is really qualified, from the viewpoint of ability and interest in education, to act as a member. *Value 0*

## “IN MY OPINION . . .”

*This department will appear from time to time. Readers are welcome to express their opinions pro or con on anything that appears in THE CLEARING HOUSE, or to comment on current problems of secondary education. We shall publish as many letters, or excerpts from letters, as space allows. Ed.*

### *Small Schools Are Better*

To the Editor:

In your October 1947 issue of THE CLEARING HOUSE, Mrs. Helen Rand Miller in her article on English schools makes the statement, "I know of nothing that a small school can do that a large school cannot do and do better."

Perhaps the large schools of Illinois have reached a higher level than those in this section, but judging by schools in the mountain states and on the Pacific Coast that I have visited, her statement needs modification. I agree with her that large schools have better "libraries, laboratories, shops, music departments, and theatre," but when we consider the tool subjects or the social development of the individual child, it would be more correct to say that a small school can do anything a big school can do and do it better.

Our teachers' colleges have found that the best development is found in classes of fifteen to twenty-five,

and better eighteen to twenty-two. Yet, in most of our big schools classes run from thirty to sixty. In classes of this size we herd children, not teach them. How well acquainted can a homeroom teacher become with these youngsters in fifteen minutes a day when he is also taking roll and reading announcements?

I teach remedial reading and know something of the number of slow, average, and brilliant students dropped by the wayside. The cry everywhere is for more skill in reading, writing, and arithmetic. Any skill that needs close attention to detail is better taught in small groups; cultural appreciation is better taught in small groups; and self respect and independent thinking are much more easily engendered in small groups.

Mrs. Miller also claims that big schools have better trained teachers and better teaching. Fine teaching is just where you find it—in big city schools, in small city schools, or in rural schools. It is not limited by the size of the school, nor by the amount of the training.

I always enjoy the articles in your magazine although I often disagree with them.

Mary E. Roberson  
Junior High School  
Burley, Ida.

# Club sponsorship affects our PERSONAL LIVES

By  
JENNIE L. PINGREY

**I**T ISN'T JUST THAT activities take our time and give us a good hold on pupils—those are professional effects—but they do things to our personal lives.

It was years ago that I was assigned a Dance Club. Not being the type of person who wears out slippers by dancing, alas, I decided that a little expert instruction would be in order, so I hied myself to Arthur Murray's much advertised help. It did help, too—I had a feeling that I spoke with authority when I said, "Now, the basic step is . . ." I felt that my word was accepted as authority, too, by the little seventh-grade boys and girls who made up the club. After a couple of years, when the administration assigned the Dance Club to another teacher, the authority was replaced by a feeling of uncertainty.

Legs are still in demand by educational systems, however, so a Hiking Club was assigned to me. I didn't have to take any instruction for this simple pursuit. The only requirements were, "Take 'em out, be responsible for their attendance and behavior, and bring 'em back alive by the end of the forty-five minute activity period." That doesn't mean that the Hiking Club didn't, and doesn't, affect my personal life. (I still have the club, which is encouraging, but what a blow it will be when I am relieved of it as too strenuous!)

Every Monday I have to remember to wear a pair of heavy shoes with low heels—we scramble among rocks—and to wear stockings in that one-run-mended-but-still-wearable condition because we go through woods and briar patches. When possible I wear cottons or corduroys in the fall, because burrs don't stick to them so much, and a short

jacket rather than a long coat because that makes for easier going. The class to which I return after hiking is accustomed to my appearance, disheveled and panting, but I always hope no parent or inspector will appear at my door on Monday!

Red Cross is an activity I guess nearly every one has a turn at. It's good for us, too, deepening our understanding of problems non-pedagogical. Probably many of the teachers who have Red Cross sections assigned to them are skilled in knitting, woodwork, and other manual arts. Maybe some teachers take lessons for Red Cross, as I did for dancing. For my part, I confessed my low ability—perhaps confessing even more inadequacy than I possess, because I had that tired feeling—and was given a section which did clothes brushing, Christmas-card making, and other tasks not requiring special skill or training.

I've also noticed the effects of clubs upon other teacher-sponsors. The Chef's Club sponsor makes even better brownies than before, if possible. The Journalism adviser has long conferences with gentlemen of the press. I'm not qualified to judge whether the sponsor of the Bridge Club plays a better game than before, but I've often wondered. One of my friends, customarily well dressed, took a Helena Rubenstein "success" course when she was assigned a Sub-Deb Club. Her posture and grooming are even better now and have influenced the rest of us faculty members, too—at least to the extent of making us resolve to be more careful of our appearance, "when we get time"!

Panel discussions in connection with the History Club pushed me into radio work

—a new experience. You see, it was this way. I had several times escorted my team of two club members to the local station to participate in inter-school panels. Then one day I received an invitation to a school which was represented on the panel, asking me to attend a meeting dealing with radio plans. The teacher-sponsor from this school had been moderator of the panel programs. I did not recognize the signature, but went dutifully, as we teachers generally do.

When I arrived, I found that it was not a teacher who had summoned me, but a pupil. The teacher-moderator had gone to war. His pupils didn't want to lose their chance to go on the air and the broadcasting station would not admit them without an adult. Remembering that I had been present for several broadcasts, the pupils had written to me. I was a bit jolted by their request, but my curiosity was aroused.

Confessing my utter ignorance to the station officials, I asked, "Do you pay me or do I pay you? And what happens if ever I don't have the program ready?" With the first question answered, and assured that in case of default I'd be allowed to live and wouldn't even be sued for breach of promise, I plunged in. I followed the procedures of my predecessor as nearly as I could recall them. Doubting my ability to ad lib, I took precautions to make sure that eight pupils were present for each broadcast, on time. Unfortunately the very school which got me into radio was the first to stand me up.

This radio-panel experience has increased my own realization of the importance of timing, heightened my attention to pronunciation and voice placement, and made me keenly conscious of the meaning of the responsibility disclaimer of the station in relation to libel suits. My very few attempts at broadcasting dramatics, original and otherwise, have made me aware of the rigidity of copyright and labor legislation. I've had a lot of fun in radio.

The only other club I have right now is

a Travel Club, composed of junior-high-school pupils who have lived outside the United States or whose parents or other close relatives have done so. These pupils love to visit foreign sections of New York City—not their own, but something new and different. Looking for them has kept me chasing, guide book in hand, in sections of the city which otherwise I might never see. I usually try it out alone, then take the Club.

On one trip I told the group, "Next I'll show you an old Czechoslovakian church—this goes back quite early in New York's history. It was named for Jan Huss. The pastor will tell us more about it." When we went in the pastor wasn't there. The young man who greeted us said firmly that he wouldn't be in until eleven, although I had made an appointment for 10 o'clock. The assistant then offered to show us about.

"It doesn't look old," whispered one of my pupils. It didn't, either—as I thought it had looked. I asked our guide how old the church was. The figure he named fell far short of the one I remembered.

"We have rebuilt since the fire," he said. But I didn't remember hearing of any fire in that church.

"What language is the service conducted in?" I asked, both to switch the subject and

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#### EDITOR'S NOTE

*In the course of events, Miss Pingrey has been called upon to sponsor quite a variety of pupil clubs. And she has watched the effects of sponsorship upon herself and her colleagues. "What things these activities do to the personal lives of teachers!" she writes. A sponsor discovers new interests . . . and hidden talents . . . and maybe bruises and lumps, too. Miss Pingrey teaches in the high school at Hastings-on-Hudson, N.Y.*

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because I was actually curious as to whether Europe or America prevailed.

"In Greek," was the answer.

"In Greek?" I repeated in amazement.

Then it dawned on me that I really wasn't in the Jan Huss church. I soon found out that I had blundered into a Greek church almost next door to it.

That experience didn't cure my vagueness of place consciousness, but at least it made me realize that I must incessantly

guard against such blunders in the future.

Activities do tend to improve the personal characteristics of the teachers who sponsor them, don't they? Maybe half a century of them, if youthful vigor to pursue them lasted so long, would make teachers pretty wonderful people. Not all the effects of activities on our personal lives are pleasant, however. Do you think I should charge stockings torn in Hiking Club to industrial accident?



## FINDINGS

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**TEACHING LOADS:** Teaching loads need to be equalized among the various high-school subject-matter fields, states C. W. Odell in *Illinois Education*, on the basis of a study covering almost 10% of the recognized Illinois 4-year high schools outside Chicago. The median teacher in some subject fields was found to be carrying a teaching load about 50% heavier than the median teacher in some other subject fields. The index of teacher load was determined by a formula involving class periods per week; allowance for periods for which preparation was similar; number of pupils in classes where reading and scoring of papers was necessary; and number of periods per week devoted to study hall, student activities, and other duties. Music and physical-education teachers carried the lightest loads, with indices of 19.8 and 21 respectively. At the other extreme, with about 50% heavier loads, were English teachers (31.2) and social-studies teachers (31.3). The median index for all teachers was 29.2. Other subject fields in which teachers carried light loads were home economics (25.5), industrial arts (26.4), and agriculture (27.8). Heavier than median loads were carried also by teachers of commercial work (30) and mathematics (30.2). If these figures cause any dissension in your faculty, don't blame THE CLEARING HOUSE. It was Dr. Odell who dug them up.



**EDITOR'S NOTE:** Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

**MIGRATION:** In the pre-war period of 1935-1940, about 16,000,000 persons migrated from one place to another in the U. S., according to Bureau of the Census figures quoted by Edmund deS. Brunner in *Teachers College Record*. About 42% of the migrants moved from one state to another. Since 1940, the migration rate has increased. In this interchange, some states have gained in population, and others have lost. There is a tendency for people to move from areas in which educational expenditure is low to areas in which it is high. So "the more progressive states, educationally speaking, can ill afford to be unconcerned about the level of education elsewhere. If sufficient in volume, migration from the backward to the more progressive states could nullify the effects of a superior educational program."

**CHILD LABOR:** While the wartime demand for child workers has dropped, states the National Child Labor Committee, twice as many child workers were employed in 1947 as in the pre-war years. In the case of 14- and 15-year-old children, 3 times as many were employed part or full time in 1947 as in 1940. The Committee reports "continued violation of federal and state laws; resistance to new legislation; and severe budget cuts for federal child labor work." In 1947, bills were introduced in nine state legislatures to raise the minimum age for child workers to 16, or to limit the work that children under 16 could do. These progressive bills were enacted in only 2 states, postponed in 1 state, and defeated in the other 6 states. Other bills to improve age or hour standards for child workers were introduced in 14 states, with these results: enacted in 3, postponed in 1, and defeated in 10. Bills to extend hours and lower ages were enacted in 3 states and defeated in 5. Progressive compulsory-education bills were enacted in 5 states, postponed in 1, and defeated in 6.



# SUMMER SCHOOL:

What have we done to deserve this?

By

ARCHIE F. BOWLER

THE ANNUAL migration of school teachers from the classrooms to summer schools and back again is over as this is being written. Thousands of teachers, weary in body and soul, after six weeks of boredom, have returned to high schools to obtain the refreshment of spirit that only the sight of bouyant youth sitting opposite them can give. They have had time to hide the textbooks they were told to buy and to burn the notes they were forced to take. And rightly so. Heaven help the poor kids if teachers ever decided to try to transform into something practical the theories handed out in the average summer session by instructors whose only view of a high school during the past twenty years has been from the top of "Campus Hill."

I don't know who first conceived the idea of summer sessions. I can think of a fit reward for him, however, if he can be found. I'll wager he was the president of some university that was hitting the financial skids and who saw visions of the gold mine that could be tapped if only teachers could be persuaded to return to school in the summer time.

No doubt the old boy reasoned that there would need to be some inducement. So he probably called together some of his colleagues, and they sat and sat until they had devised the idea of another degree or so.

The first extra degree was to be sort of a "come on"—not too difficult, but requiring about five summers of study. The other degree was to be more difficult. This

one would require a thing called a dissertation or thesis. In a pinch the thesis could be rejected over and over indefinitely to keep the boys and girls coming back regularly.

Now all that remained was to sell the school authorities and the public in general a bill of goods to the effect that no teacher was worthy of promotion unless he made periodic summer pilgrimages to the shrine of the almighty degree. How well those gentlemen succeeded is evidenced by the fact that nearly all the salary schedules (of schools that have salary schedules) provide extra increments for the holders of extra degrees.

There is nothing comparable to this in any of the other professions. Should I have left the word "other" out of that last sentence? Did the physicians in your town go back to college to learn how to use penicillin? Do lawyers go to six-week summer sessions? Do engineers, architects or clergymen? I wonder what an architect, who had been designing buildings all over the globe for twenty years, would say if I told him that I would employ him to design a house for me if he first attended a summer school or took an extension course from some instructor who had never actually designed even a woodshed in his life?

A member of a real profession has completed a prescribed course of study, has passed the examinations, and has been granted a license. Under ordinary circumstances that license is good for a lifetime. He gains in skill through experience, by

reading and by attending conventions where he learns of new skills from others of longer experience.

But a school teacher takes the prescribed course of study, passes the examinations—and is granted a license limited to a short period of years. He cannot be trusted to learn of new things by reading.

In effect, the license states that he has had enough training to teach without experience. But once he has had five or ten years' experience the license is no longer good—unless in the meantime he has had another year's dose of theory by means of summer schools or extension classes.

Does that make sense? Well, maybe this one does:

It seems that Miss Brown and Mr. Smith were duly graduated from State University and went to Beeville to teach Latin and English respectively in the local high school. Along comes John Jones to enter the high school as a Freshman. John wants to be a lawyer. Eventually he enters State University, and, because of the good foundation he has received from the before mentioned Miss Brown and Mr. Smith, he is graduated with honors and is admitted to the bar. The only connection he has with State University from that time on is through letters asking for donations.

In the meantime John's brother has been working his way up through the grades and reaches high school. Johnny writes home occasionally and advises his young brother to follow in his footsteps. As Miss Brown and Mr. Smith are still teaching in the local high school there seems to be no good reason why the brother cannot be prepared as well as was Johnny.

But wait a minute. Something has happened to Miss Brown and Mr. Smith. They cannot teach as well as they did before they had any experience. It must have taken a lot out of them to teach John. So they—Miss Brown and Mr. Smith, that is—must go back to State University in order to qualify to teach Johnnie's brother.

But this isn't getting us anywhere. As long as teachers' ratings and salaries are based largely on degrees, points, credits, hours or what have you, the annual migration will continue—progress by degrees. And that will be the basis until such time as the profession comes of age and its members decide for themselves what the standards are to be. When that time comes we shall be doing what the other professions have always done. But as long as we do have the system, I maintain that we have a right to something more from the colleges of education than the trash that so often has been handed out these many long years.

When a teacher spends his time and money he has a right to expect to be taught something. He should not be expected to write reports on books the instructor hasn't had the time or inclination to read himself. The course should not be used by the instructor as a means of gathering information on some subject on which he expects to write a book for his own glorification and financial reward. A teacher should not be asked to sit in a hot classroom for six weeks listening to dull, endless lectures by "experts" on "what should be done."

It is about time that someone called the turn on the curious state of affairs whereby a teacher's value is measured by the number of credit hours he has managed to acquire. Time? It is long overdue. If all the masters' theses that have been written in the past twenty years could be laid end to end they would reach four fifths of the way around the world and would meet the doctor's dissertations coming around the other way. And if someone threw gasoline on the whole line and touched it off with a match, there would be very little loss to humanity or to good teaching.

About once a month every principal receives a questionnaire from someone working on his master's thesis. It runs about as follows:

Dear Principal:

In collaboration with Dr. So and So and Prof.

Whoosiz I am conducting a survey on the very vital problem of which is the very best possible soap to use to clean the head janitor's overalls. I feel sure that you will see the far reaching implications in this important study and I will appreciate your taking a few minutes to answer the following questions:

1. What is the name of your school?
2. What is your name?
3. What degrees do you have?
4. How many pupils in your school? Boys? Girls?
5. Pupils in grades 1-6? 7 through 12? 3 through 8?
6. How much do you spend on textbooks?
7. What is your total budget?
8. Do you have a janitor?

In years past I have attended summer sessions in three different universities, where I picked up fifty-four hours of credit and a heat rash. Oh yes, at one session I also learned to play bridge.

That's not many colleges from which to draw conclusions? No, but consider. I could have taken six hours of work at each of nine different institutions. I would have broadened my experience and it's just possible that I might have picked up a little more useful information. But I defy anyone to tell me how I could have obtained a master's degree by that method. And, brother, the degree's the thing. I have talked with many teachers who have tried different places and the complaints are always the same. Theory and more theory.

In one of the large metropolitan degree factories I enrolled on the day shift. There I signed up for a course labeled "Supervision of Instruction." On the first day we were required to purchase a textbook written by the instructor, though he seldom referred to it or made assignments from it. When purchased, two thirds of the leaves were uncut. Three fifths of them still are.

Being dissatisfied with this course, I enrolled two years later at another university, and took a course with a similar title. I soon discovered that the new instructor had taken the same course that I had formerly and was merely re-teaching it. Evidently he had gotten less out of the course than I had.

### EDITOR'S NOTE

*Summer school is to teachers the symbol of the demand that they keep on accumulating points, credits, and degrees as they grow in experience on the job. "Progress by degrees," Mr. Bowler calls it—and points out that there is nothing comparable to it in the other professions. If we must go to summer school, he maintains, we have a right to something more than the "trash . . . so often handed out these many long years." Mr. Bowler is supervising principal of Lyons, N. Y., Central School.*

The other course I enrolled for in the first mentioned institution was "The Elementary School Curriculum." There were just a few more than one hundred in the class. The bald-headed gentleman in front of me read the morning newspaper all during every class period. It was a lecture course entirely. Because of the angle at which the newspaper was held I never did get a good look at the instructor, though I could hear him quite distinctly. During the first half of the session I never heard him mention such trite words as "arithmetic, geography or reading"—although he did mention the heat quite frequently and there were several references to his summer camp. Possibly he got around to arithmetic eventually but I wouldn't know.

It was one of those courses where you got four points for six weeks attendance and two points for three weeks. At the end of three weeks I took two points and "got." The extra time I had from then on was when I learned to play bridge.

A subject upon which hours are spent in teacher's colleges is "Philosophy of Education." And yet, every teacher worth his salt can give his philosophy in one sentence—and all will be as much alike as the dandelions in the back yard.

We have embryo teachers who do their practice teaching in our school. The first question they ask is about our philosophy of education. When I, in turn, ask them, they invariably recite a long, complicated philosophy that means nothing to them and little to anyone else. When I ask them if they can keep an attendance register the answer is much shorter but always the same. No! The policy seems to be that they can learn the practical things the hard way as long as they have a complicated philosophy and plenty of "aims and objectives" with ways of "implementing them."

Only three summer courses stand out as being of any value to me whatsoever. At that, they were courses I should have had as an undergraduate. They were taught—and I mean taught—by men who had had practical experience in the field and knew what they were talking about. On the first day they opened the windows and threw theory out to the four winds. From that point on we really accomplished some-

thing. But it has been my experience that those courses are few and far between.

There are signs that a change in all this is under way. Recently, workshop courses have been introduced. They may be at least a partial answer.

In my own case, I swore off summer courses and extension courses sometime ago. However I am about to succumb to temptation again. I have just recently received a letter announcing a course to be given to principals that has all the earmarks of a practical course designed, amazingly enough, to enable administrators to get together and discuss their common problems in helping young America find itself. It sounds too good to be true.

The announcement says that credit may be arranged for those who want it. Imagine that! Content first and credit hours second! I think I'll gamble on this. Maybe if the instructor listens carefully to the discussions he will be able to pick up enough information to write a practical book. Who knows?



## Does Your School Really Use the Encyclopaedia?

Some years ago I attempted selling books, maps, and other supplies to schools. Selling to school officials during the depression days did not make a millionaire of me, but it did give me an opportunity to make a brief survey on the subject of general waste as it applies to our schools. I refer, at this point, to encyclopaedia sets, purchased for high-school use and for lack of use.

Every high school should own one or more sets of encyclopaedia, such as required by accrediting authorities, but the high school should also use this material. If it is not used, our taxpayers are paying too much for "shelf decoration" and for "accrediting institution protection." The high school is required to purchase reference materials, but so far as I have been able to determine, there is little or no check-up concerning its use. In some schools are to be found sets of reference materials, which, after ten years, are "still new." Such schools have met ownership requirements, have not used the materials sufficiently to warrant purchase, but still remain on the accredited list.

Let us suppose the price of a set of encyclopaedia to be \$100; that, during the first ten years of ownership, the school uses the set 100 times (there are such cases). Use costs, equals \$1 per time. That is too much to pay per use. Let us suppose the set was used 200 times. Fifty cents per time is still too much to pay for an average use. Let us now jump to 1,000 uses for the ten-year period. This is still too much per use. Now push usage up to 10,000 uses. When we reach this point, our cost becomes one cent per use. On 20,000 uses the cost is one-half cent per use. When a school gets past the 10,000 usage mark on a reference set, the thing may be said to begin paying real dividends, and to be a real investment.

I have in mind a group of 65 pupils who have, along with other regular assignments, used the encyclopaedia more than 11,000 times during the first six months of the teaching year. By the end of the year, they will have used the volumes of the two sets available more than 16,000 times.—FRED H. ROST in *The Colorado School Journal*.



# THE ADULT WAY

—not the summer school route

By

LOIS J. DENNY

WITH THE PASSING of the years each profession has sought to raise its standards by adding to the requirements for entrance into the practice of that profession.

Where lawyers once "read law" with one already in the profession, the prospective lawyer now attends college for four years, law school for three, and after passing the "bars" he may even then find it necessary to attach himself to another lawyer to get a start. Where shortly before 1900 a doctor was ready to practice after three years of seven months each in medical school, to which the entrance requirement was only a high-school education, now to attain certification the medical student must have four years of pre-medical college training, four years of medical school, and a year or more of internship.

At one time all the teacher had to do was to satisfy the school board that he knew more than his prospective pupils. Now the teacher must have four years of teachers' college, and in some cases a fifth year of graduate work. There is talk of an "internship" for teachers—a period of proving one's proficiency in teaching.

As in other professions, this insistence on better preparation for our teachers is highly commendable. Too many poorly qualified and unintelligent incompetents have held the key positions in our democracy. Not that the ratio has been larger—or even as large—in other walks of life. Teachers are more often among the choicest of the choice. But if we have to endure *one* incompetent that is one too many, for trite as it may sound, teachers are second only

to parents in molding our future world.

Yes, adequate preparation is necessary for teachers, just as it is for doctors, dentists, and lawyers. Before a teacher is accredited he should be conversant with all the best and latest in education; before the doctor is certified he should have all modern medical science can offer.

So far no one would disagree. The present-day standards are set for teachers and for doctors, and certification follows the meeting of those requirements. But what about those already in the profession? How do changing standards affect them?

Changing requirements do not affect the status of lawyers already in service. Even today a layman with no law-school training at all may assume the highest legal office in the country, that of Justice of the Supreme Court of the United States. This is wise, for the interested lawyer is receptive to new ideas while profiting by his experience. It does not matter whether he was admitted to the bar under the 1907 or the 1947 regulations. Once admitted to the profession his status is unquestioned unless his conduct is strikingly unprofessional.

Neither do changing requirements for physicians affect the in-service doctors. It is assumed that older doctors will keep up with new discoveries. How? By going back to school? No, by the in-service way, the adult way. They read medical journals, they make personal observations, they swap experiences with other doctors. They do not have mapped out for them what they shall study, for the pediatrician or the throat specialist seeks out what he

## EDITOR'S NOTE

*Does the standing of people in the other professions deteriorate as their years out of school increase? No, says Mrs. Denny—only teachers have to go back and back to teachers college. In other professions people grow "the adult way"—by personal observation, reading of professional journals, and swapping of professional experiences. Mr. Bowler in the preceding article, and Mrs. Denny in this one have a point that might be stated this way: Professional people are by nature self-winding; and among them only teachers are treated like three-dollar alarm clocks that must be wound up again periodically at summer sessions. Mrs. Denny is a member of the faculty of Green Mountain Junior College, Poultney, Vt.*

himself needs. A week's experience with a certain patient, an hour's reading, a day's conference—these may prove more rewarding than a semester of generalized education at medical school.

Of course the good doctor looks upon his work as a profession. He is interested in it and everyone knows it. No one says to him, "Now, Doc, you became a doctor long ago. The requirements are stiffer now. I would have to pay young Dr. Doolittle three dollars a visit, because he's just been certified, but you haven't had his education so I'll pay you two dollars a visit. Oh, I know you are a good doctor. You saved my Johnny's life, I know, but you are not qualified in the way Dr. Doolittle is. So it's two dollars for you."

No, the patient doesn't say that, and neither does the medical profession. There is no discrimination against a man because he entered the profession some years ago.

Instead, other things being equal, the older man is more honored.

And in teaching? Ah, that's another story. All present-day requirements are apparently being made retroactive. Miss A has a degree so her salary will be higher. Miss B went to normal school, has learned from her years of personal observation, from reading professional journals, from swapping teaching experiences; but Miss B can never get Miss A's salary unless she goes to summer school some ten years or more.

Now, why has Miss B no degree? Let me speak for her, for once I was in Miss B's shoes. Since then I have married and have also acquired a degree. I went to a two-year normal school, was graduated, passed the State tests for teachers, taught the customary three years on a temporary teaching certificate, and received my permanent certificate, after proving my value as a teacher. I had all that a teacher was then expected to have by way of preparation. It is true that some of my contemporaries went to Columbia summer after summer and eventually were graduated. But my summers were not wasted.

Summer was a time when one could look over professional books and periodicals and plan ahead specifically. I grew professionally by reading. Reading also led out into that larger life of the world which would otherwise have been closed to a financially cramped teacher. When later I circled the world I felt that I was seeing many places *again*, rather than for the first time.

The summer also helped to satisfy the longing—which might have otherwise become a neurosis—the desire which many girls have to keep house. Working in and about the home, both in the city and at the shore, made a healthy, happy woman of me, and certainly a happy, well-adjusted teacher in the classroom is most desirable. When a college professor—head of his department, with four earned degrees after

his name—wanted a wife, he chose me, a teacher with no college degree to recommend her, with only the reputation for being a gay person and a good teacher.

I had always been interested in learning. When I no longer had to spend myself in teaching five days a week, I re-entered the classroom as a pupil and became eligible for the American Association of University Women. However, I truly believe I was a *better* teacher for not having spent my summers in taking required courses just to earn a degree.

It is very strange to see the teaching profession itself consenting to a division of in-service teachers according to their preparation for teaching, and to a consequent difference in pay schedules for each division. If a teacher can't teach, dismiss him. If he can, keep him at the best salary possible. Heaven knows his salary has never been enough. We should give the degreeless one a little *extra* compensation for all the years of starvation wages, instead of saying, "You have taught for little all your life; your reward will be a proportionately smaller amount than will be given to your colleagues who have just entered the profession."

Many teachers, like doctors, consider their work a profession. Many stay in it for life. Should we penalize those who are forty, fifty, or sixty years old for having entered the profession under different rul-

ings? No doubt some teachers, like some medical men, die intellectually the day they receive their certification. The indifferent worker cannot be weeded out by demanding that a few letters be affixed to his name. In fact, an indifferent teacher may even be *created* by the demand that he use all available time and surplus energy in all-too-often unrelated fields of study, leaving no inspiration for the main tasks of planning and executing those plans in classroom teaching.

We do not need to slap the older teacher down in order to encourage younger teachers to further preparation, any more than we need to belittle the older physician or the older lawyer in order to raise requirements for their professions. If there must be special recognition for special fitness, there should be devised a scale of values which recognizes both initial preparatory education and also experience. For example, twenty years of experience previous to 1947 might equal a Bachelor of Science in Education, and twenty-five years of such experience, a Master's Degree.

The experienced physician or the experienced lawyer, whatever his educational background, if certified and competent commands full professional standing, with all the compensations and deference due his vocation. If teaching is a *profession*, the experienced *teacher* can be accorded no less.



### *The Night of the Play*

As for the actual production on the night of the performance, make everything as professional as possible. Do not forget all this time you have been instilling in your cast professional pride. Finally, there are certain last-minute suggestions to remember:

Do not let your cast peek through the curtain to try to find friends; do not let your cast wander about in make-up throughout the audience—all this spoils the make-believe. Keep the members of the show backstage, and do not let them be seen

or visited before the curtain goes up. Try to have music of some kind; recordings are the best. To build and sustain the mood, there should be music before curtain time, during intermissions, and as the audience leaves the theater.

Never permit the leads to take a curtain call alone; there should be one bow taken by the whole cast. As for yourself, do not be the kind of director who comes out between acts for flowers.—HENRY FUNK and C. L. S. EARLY in *The English Journal*.

# 10 DUTIES *rotate among* 10 HOMEROOMS

By  
BEN B. MASON

IN THE Amherst, Mass., Junior High School, two of the main objectives are the development of good citizenship on the part of pupils, and development of the inspiration to teach good citizenship on the part of the teaching staff.

A plan has been worked out which goes a long way toward reaching these objectives. In addition, the material results of the plan produce a neater and cleaner school and make certain aspects of administration much easier. Parts of the assembly schedule are nicely taken care of and varying sums of money are made available for additions and improvements to benefit all. The major gains, of course, are the development of qualities of good citizenship in students, and the inspiration of teachers to do an expert job in developing these qualities.

At the beginning of the school year, we noted that occasionally pupils were careless about dropping papers on the playground and in the lunchroom. The passing to and from classrooms and buildings, while good, needed improvement. At the close of school, classrooms were not left in excellent condition. All these points indicated that here was a fertile field to develop some needed qualities of good citizenship. Accordingly the following plan was adopted, and immediately proved a success.

Each of the ten homerooms was assigned one of the following responsibilities—and given the accompanying instructions—for a two-week period:

1. *Take charge of passing:* Take responsibility for correct and orderly passing in the tradition of our school.

2. *Take charge of helping the janitor keep the schools clean:* Figure out some way to keep papers off the floor and keep hall furniture well arranged. This opportunity permits you to make school more attractive, too.

3. *Take charge of the playground:* See that all rules are enforced and that the playground is clean. Perhaps you can figure out an improvement.

4. *Take charge of the bulletin board outside the office:* See how interesting and attractive you can make the board.

5. *Take charge of one assembly:* Plan an entire assembly program. Perhaps a teacher or a club will help you.

6. *Take charge of the lunchroom:* Make our lunchroom neat and clean. Perhaps publicity would help.

7. *Take charge of the bulletin board on the second floor:* See how appropriate you can make the board for the particular two-week period assigned to you.

8. *Take charge of closing school:* Help the janitor by seeing that all windows and shades are checked. All pupils should vacate school as soon as possible.

9. *Take charge of raising money for the school:* This opportunity is an important one. We need money for various school improvements. Can you think of a way?



10. *Take charge of trying to improve the school:* This opportunity is also a very important one. What can you do with it?

At the close of each two-week period, homeroom teachers were asked to state which homeroom, in their opinion, carried out its responsibility best. The room doing the best job was allowed to display a mahogany plaque.

The response to the announcement of the idea was encouraging. Seventh graders responded with great vigor and enthusiasm, eighth graders in a more mature fashion, and ninth graders took hold of their problems in a sedate, methodical manner. In all homerooms, meetings were held, the idea discussed, and a plan of action formulated. Teachers seemed well pleased with the idea and took part enthusiastically.

In practically all homerooms the teachers needed to do little else than offer advice when called upon. Homeroom meetings and committee work are nothing new to most of the pupils. Everyone felt free to call on the principal for advice and consent when any major undertaking involving a change in school routine was necessary.

Material results of the program have been gratifying. The passing has improved and is still being worked upon by successive homerooms. Because the school spreads over four separate buildings, this problem can be worked upon for a long time, but trial and error may produce a good final result. The lunchroom has been made a better place to eat and live in. Posters now decorate various parts of the rooms and cutting in on lines is now frowned upon. Some excellent assembly programs have been thought up and run entirely by pupils. Various school improvements have been made, such as the establishment of a daily school-news bulletin board and the redecorating of a space to serve as a reference library room. The first homeroom to be given the opportunity to raise money almost reached the one-hundred-dollar

mark, and plans to purchase draperies and venetian blinds for hall windows.

More values in the program will come about when each room has worked on each opportunity. As rooms go to work on individual problems, members in a particular room are not apt to conduct themselves in such a way as to hinder the general attack on the problem.

The program offers a splendid opportunity for teachers to give remedial aid in individual citizenship problems. Often the worst offenders make excellent committeemen when they are designated to clean up the offense. In one particular homeroom, two or three boys who were likely to forget to pick up lunchroom papers volunteered to serve on a committee to help solve this problem. Needless to say, the problem was then already solved.

The plan can be adapted to any school. A good idea would be to take any problems that need to be worked on and assign them to homerooms, rather than use a list developed by another school. The schedule should be published for a long period ahead to enable pupils to do some long-range planning.

Take great care in the assignment of projects for the first month. Each home-

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#### EDITOR'S NOTE

*When you have the whole student body working earnestly by homerooms for good-citizenship honors in such matters as keeping the school clean, maintaining orderliness, producing a better assembly program, and raising money for the school—the results are gratifying, says the author. Mr. Mason explains a plan aimed at that happy state, and reports that it "immediately proved a success." He is principal of Amherst, Mass., Junior High School.*

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room has an individual personality derived from the student members and from the teacher. The easier projects are recommended for the younger pupils and the most difficult for the homerooms having older, more experienced pupils.

After the first month, opportunities may be assigned at random, and many times

surprisingly good results will unexpectedly spring forth. Experience has shown that once the program is underway the student council or some other similar group makes a better judge for the trophy award than the teachers because they are closer to the tasks and to the degree of accomplishment.



## \* \* TRICKS of the TRADE \* \*

### *Time and energy savers*

By TED GORDON

**FOLLOW THE LEADERS**—Students often can be induced to participate in class discussion by having each one secretly select a "leader" each day or week and then make every effort to recite or respond or volunteer when that "leader" speaks up. This is especially good for a lagging minority in the class when only the teacher and the shy ones are in on the secret.

**MIRROR, MIRROR**—A little mirror clipped or taped strategically to your desk or desk blotter will have numerous handy uses, including giving you a chance to

change that school teacher's face from grim to grin once in awhile.

**CLASSROOM INVENTORY**—If you are the systematic kind you'll find that keeping an "Inventory" in a handy place about the classroom will enable you to keep track of the items you wish to call your own when the time comes to move or to clean up. Of course, if you're ultra-systematic you may have a regular card filing system with sections for books, equipment, tools, things lent out, etc.

**EYES HAVE IT**—Lots of close eye work in reading papers does little good for our vision. It's a good habit to cultivate to glance out the window or down the hall once in awhile in order to stretch those eye muscles.

**MOVE AROUND**—Many teachers get in the habit of becoming rooted to one location in the classroom hour after hour, day after day. Try moving about, staying for a time on the right or on the left, in back or in front, so as to give both yourself and your students a different visual and vocal perspective.



**EDITOR'S NOTE:** *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

# 3 ALUMNI GROUPS

## pull for this junior high school

By FRANCES W. BUTTERFIELD

HOW MANY public schools have three alumni associations, with almost all graduates clamoring to get in? East New York Junior High School, at Sutter Ave. and Vermont St., Brooklyn, is one such school.

After 50 years with the Board of Education and 40 years at P.S. 149 (East New York Junior High School), Harry L. Katz, the school's "Mr. Chips," finally succeeded, in 1942, in organizing the alumni.

"For years," he says, "I have dreamed of gathering my boys and girls together into a worthwhile Alumni Association to meet and renew school friendships and unite in an effort to help the present '149' pupils socially and educationally and to stimulate their efforts toward a better understanding of world conditions and a more brotherly relationship among all races."

The unique feature of this thriving or-

ganization is its tripartite construction. For reasons of congeniality and youthfulness, graduates during their first year are eligible for membership in the Cub-Junior Alumni Association only. After the first year, they may be admitted into the Junior Alumni Association, but seven years of seasoning are required for admission into the Senior Alumni Association. Apparently, they can hardly wait! Eight hundred paid members are on the roll already.

Annual reunions are attended by more than a thousand people. Some 1,500 places were reserved at the Riverside Plaza Hotel in New York City for the November 1947 meeting.

Judge Daniel Gutman, of the class of 1914, a former state senator, is now president of "149's" enthusiastic alumni. He succeeded Emil K. Ellis, 1912, recent attorney for the Council of New York City and chairman of the Postwar Planning Commission of the Bar Association. Charles Feldman, 1909, alumni secretary, has achieved a circulation of more than 1,200 for the alumni quarterly *Happy Days*, of which he is editor.

A committee of alumni known as "Big Brothers," under the chairmanship of Bernard Licht, of the Corporation Counsel, is especially concerned with the problem of juvenile delinquency. "We are trying to prevent rather than cure," the Big Brothers say. Numerous methods are employed toward that end. A \$25 bond is given to a deserving graduate each term, as well as a medal for outstanding scholarship and character. A benevolent fund supplies financial aid and medical treatment for needy children, sends clothing and Thanksgiving

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### EDITOR'S NOTE

*East New York Junior High School has an unusual method of developing a loyal and energetic alumni organization. During their first year out of school, graduates may join the Sub-Junior Alumni Association. After the first year, graduates are admitted to the Junior group. And seven years after graduation, alumni may join the Senior Alumni Association, which engages in various projects that aid the school and its pupils. Miss Butterfield is connected with the Board of Education of New York City.*

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baskets to unfortunate "149" families, and presents donations to the school library from time to time.

The library's "Hall of Fame," instituted by the Alumni Association, displays photographs of prominent graduates selected by the Student Council. Two Honor Certificates are awarded each commencement to these celebrities, who are to date Hon. Henry Epstein, former Solicitor General of the State of New York; Judge Gutman; State Senators Samuel L. Greenberg and Kenneth Sherbell; Dr. Milton Berliner, eye surgeon and author; Ben Kaufman, past Commander of the Jewish War Veterans of the United States, who received the Congressional Medal in World War I and was decorated by nine foreign governments; C. Israel Lutsky, the "Jewish philosopher of the air"; Frank Cohen, designer of the Sherman and Lee tanks; Lawrence Spivak, editor of *American Mercury*; and Danny Kaye, who showed early talent in a school play, "The Watermelon Fantasy."

Almost one hundred doctors and dentists are members of the Alumni Association.

This active organization operates a bureau for the benefit of members who wish to locate alumni elsewhere, and offers employment assistance to present or past students of East New York Junior High School.

Among the more than 30,000 boys and girls who have been graduated from "149" since its completion in 1906, 14 nationalities are listed, including the Chinese, Italian, Jewish, Polish, and Russian boys who lost their lives in World War II. Mr. Katz, a teacher of three generations, keeps 2,500 of these names on his active alumni file. "I'm crazy about 'em," he says. "Even after 50 years with the Board of Education and while on leave, they occupy most of my time and thoughts. Why, Mischa Levitski, the pianist, is one of my boys, and Boris Todrin, the poet, and three of the five All-Collegiate basketball team in 1945, and—" But we can't list the whole 30,000.



## Wicked English Teachers

It is quite a familiar fact, of course, that one of the few topics enjoying any real unanimity of opinion among modern foreign-language teachers today is the "woeful neglect" of grammar on the part of those wicked English teachers. We never tire of complaining that our students come to our classes in blissful ignorance of even the simplest ideas regarding the structure of their mother tongue, not to mention the technical vocabulary usually employed to describe it. We are lucky indeed if they know what a noun is, and the sheer folly of hopefully asking for a definition of any other part of speech is aptly exemplified by the blushing co-ed who in all seriousness answered, "A preposition, sir, is something no nice girl would listen to."

But in spite of all this "ignorance," do we ever stop to consider that the English usage of our young people—barring such juvenile phenomena

as jive and double-talk—is on the whole no worse than it was in the days when "English" as a school subject was practically synonymous with formal grammar? Can the speech of our present-day youth be honestly said to be sub-standard compared to that of the students of an earlier day who spent hours parsing nouns and reciting verb-conjugations?

Is it possible, then, that we have been so blinded by tradition that we have failed to see any advantage in the situation we so eagerly bewail? One cannot escape a lurking suspicion that our complaints against the English departments are in large measure a cloak for our own unwillingness to take upon ourselves the responsibility of teaching from the ground up whatever grammar we may consider necessary for our subject.—GEORGE E. CONDOYANNIS in *The Modern Language Journal*.



# NO EXTRA PAY

## for Extracurricular Duties!

Reply to  
Bowlby

By

PAUL M. CRAFTON

MR. BOWLBY'S indictment<sup>1</sup> against the common practice of including extracurricular duties as a part of a teacher's job, for the performance of which he signs a contract at a stipulated salary, would be innocent enough were it not for two facts: Some teachers enjoy any harangue which seems to harass the administration. Others are naive and credulous enough to believe everything they see in print.

This article was brought to the writer's attention by one of the latter kind of teachers, who at the moment is dreadfully exercised because she is expected to work "without pay" a few extra hours each week this fall with a group of Y-Teen girls operating a concession stand at home football games.

Now let me come to my point quickly and state the reason for my reply to Mr. Bowlby. *There is no justification for the argument that teachers should have extra pay for directing extracurricular activities.* Let us look at the problem dispassionately and examine some of the facts.

In the first place, a teacher must recognize that his daily program is flexible, regardless of what routine has been worked out on paper; that each day starts and ends differently from the preceding day; and that in a good many of them there will be "extra" duties.

Yesterday, teacher, you spent an "extra" hour after school with the boys who couldn't get algebra in class. Send the bill to the superintendent, for this is extra work. Your contract doesn't require you to pro-

vide this service. The day before that you attended a committee meeting where the selection of a new textbook was being considered. You're not supposed to do that, teacher, that's the superintendent's job. You deserve extra pay for such extra work.

Last winter you devoted hours and hours of time in the library to developing a bibliography for use in your safety-instruction class. Don't do it again unless you get paid for it. This winter you plan to attend the course in first aid conducted by the local Red Cross chapter. You're a sap if you don't turn in a bill for your extra time.

But the growing teacher does these things without thought of extra remuneration. They are a part of his job. And so is the supervision of extracurricular activities! It is only the reactionary teacher—the one with "entrenched rights," the one in the rut of lethargy, if you please—who fails to recognize this.

Second, the teacher who insists that he is employed just to teach so many classes a day is *passe*. Actually, teachers are expected, and with reason, to make a contribution to the welfare of children whether it be in the classroom, the Sunday School, or in an extracurricular activity. If only the brain came to school our responsibility to it might be limited to the lecture room. But so long as we have to take the body with the brain we will have to accept its vitality and look upon its culture as a part of the job. Yes, today the whole child comes to school. Extracurricular activities have mushroomed into existence out of recognition of that fact.

<sup>1</sup>"A Little 'Extra' for Those Extracurricular Duties," by Charles L. Bowlby, *THE CLEARING HOUSE*, September 1947.

## EDITOR'S NOTE

*Mr. Crafton is unalterably opposed to paying teachers "extra" for extra-curricular work (excepting athletic coaches), and he bases his stand upon the nature of the teacher's contract. He is superintendent of schools in Monmouth, Ill.*

When an individual assumes the role of teacher the sponsorship of extracurricular activities is as much a part of his job as is classroom teaching, and he is no more entitled to additional compensation for the extra work involved than he is when the principal changes his teaching assignment from four classes per day to five.

A third reason for my opposition to Mr. Bowlby's thesis is this: His plea of extra pay for extra duties represents a subtle infiltration into the school of an idea which is both selfish and short sighted. It is selfish in that it bares a frame of mind which says, "I'm going to have my pay regardless of what the students get out of this. I don't care where the money comes from just so I get mine. They can pay me first and then if anything is left it can go into the activity treasury." It is short-sighted because it is certain to discredit the teacher, the servant of society who by all reckoning up to the present time has been expected to put service before self.

What would the public reaction be to a minister of the gospel or to a Y. M. or Y. W. secretary who demanded extra pay for every "extracurricular" activity in which he engaged? For that matter, what does the public think of anyone who never gives, or gives reluctantly and grudgingly, some of his time, energy, and talent in service to others? The man or woman who will not occasionally give of himself beyond the call of duty is quite generally held in low esteem by his associates.

There is no better place than the school in which to counteract this ever growing tendency of always expecting to be paid whenever a service is provided—and no better group of people with which to do it than teachers.

But the labor-union philosophy of "no pay—no work" has become so popular that many teachers have readily embraced it. Labor by its high-handed tactics seen in jurisdictional disputes, higher pay and poorer workmanship, featherbedding practices and arbitrary classification of job elements has earned for itself disfavor, distrust, and all-around disrepute with the public. The net result to the public is increased cost of labor and decreased results. Teachers stand a pretty fair chance of getting the same unsavory reputation if they insist on extra pay for sponsorship of activities which are at least indirectly covered in their teaching contract.

Mr. Bowlby states that coaches are paid \$500 to \$700 above what is allowed by a salary schedule. This is admitted—but not for the reason he gives. Coaches are paid extra for the greater risk and responsibility they have to assume and not because extra duties merit extra wages. A coach places the product of his training on public display one or more times each week during the year. Hundreds, yes thousands, of his patrons and critics stand instantly ready to praise or condemn this man who is brave enough to show the public how good a teacher he is. He must stand or fall on what they see.

How many classroom teachers are willing to risk weekly their reputation as teachers in the glaring spotlight of frenzied or calculated public opinion, as does a coach? Then why are coaches paid more than teachers? For the same reason that principals are paid more—namely, the risk and responsibility of the job are infinitely greater than any teacher can claim in the classroom situation.

Now in conclusion this may be said.

Teachers are entitled to more pay than they get and the writer of this article is constantly seeking revenue in the local situation to get salary increases for them. But teachers are not entitled to tips, gratuities, extra pay, or whatever you want to call it, for every little extra job which may be assigned them by their principal. All of this is covered in the contract which the teacher signs. A school has a total program of instruction and related activities, all designed and justified on the basis that they make a contribution to the welfare of boys

and girls. Teachers are employed to carry out the program. A division of teachers into the total program gives a quotient of responsibility for each. The contract guarantees the teacher a salary for this service. He has no claim to any more consideration except that his assignment be fair and equitable in terms of the distribution of responsibility among all.

Pay teachers well, and then expect them to be willing, efficient, and conscientious workers in the classroom—and also out of it, in the extracurricular program.



## Recently They Said:

### *Involving Outsiders*

The teacher of social studies, in particular, has many opportunities for bringing the school and the community closer to each other. Such activities as field trips and excursions, community service projects, surveys and local studies, and use of resource visitors—while certainly not confined to the social-studies curriculum, by any means—are common in geography, history, civics, and problems classes. It would be interesting to know how many local citizens in each community have become school boosters because of some class learning activity in which they as outsiders somehow became involved.—ROBERT H. ANDERSON in *The Phi Delta Kappan*.

### *Reason for Poor Reading*

What, then, is the cause of poor reading? It is mental immaturity. . . . Let you and me attempt to read a technical paragraph in some field outside our specialty, such as medicine or science, and we shall give evidence of poor reading ability just as the younger pupil will. On the other hand, give him a page from a primer and he will, barring a few cases of undesirable habit formations, read with all the characteristics of a good reader. The poor reader is poor, then, because he is trying to read on a level too high for his reading maturation. Place him on his proper level, let him progress at a reasonable rate, and you will have solved most of your problems.—I. O. ASH in *West Virginia School Journal*.

### *Lighting and Eyesight*

Lighting research has made such vast strides in recent years that ideas with regard to schoolroom lighting have changed rapidly. Schools are being provided with better light, although the need is so great that a beginning has barely been made. . . .

Ninety-seven per cent of us are born with normal vision, yet national statistics reveal that of all elementary-school children 9 per cent have defective eyesight, and the number rises to 24 per cent of high-school students and 40 per cent of college students. If every child were given adequate, good quality light, these figures would be greatly reduced.—JEAN SCOTT FRICKELTON in *Sierra Educational News*.

### *I Don't Like "Tolerance"*

The word "tolerant" is smug. I don't like it.

To me, the word connotes suffering coupled with superiority. We tolerate the actions of an unruly child and beat our breasts in the process. We tolerate the behavior of the mentally deficient and pat ourselves on the back for our profound understanding. We tolerate the customs of uncivilized savages and are amused by them.

But how dare we "tolerate" other Americans! Americans who have the same rights as we—both legally and morally! Their behavior and customs may be different than ours but we have no right to sit on our Olympian heights and smugly assure them that we do not object to them.—OSCAR M. LAZRUS in *American Unity*.

# SATURDAY

*With pay for  
the teachers!*

## Extracurricular School

By

WILLIAM G. MEYER

EXTRACURRICULAR activities, as conducted in most American high schools today, are detrimental to students and teachers.

Paying the well-known lip service to the ideal of the "sane mind in a sound body," administrators pride themselves on long lists of extracurricular activities which in reality chain the student to school almost daily until four or five o'clock.

In their eagerness to educate the child, many principals have become guilty of undermining the health of American youths by robbing them of daily sunshine and fresh air which their growing bodies so desperately need.

Behold the bright, eager student who rides to school in the dark morning hours of winter. Three long hours of sitting in crowded classes are finally relieved by the lunch bell. He rushes to the cafeteria—some dismal, crowded, noisy room in the basement, where neither sun nor fresh air enter—and eats his lunch. Then up again

for more classes. At the "end" of school the young student begins his extracurricular activities, which really mean more classes. Late in the afternoon this unfortunate slave of unthinking educators wends his weary way home in the darkness of the early evening hours.

Thus many American boys and girls have been transformed into "basement angels," spending days and weeks and months in school without seeing, let alone being exposed to, one hour of health giving sunshine. That's why extracurricular activities must change!

What about the teachers? Is it fair to "influence" willing or unwilling instructors to devote this extra time and energy to after-school hours? Administrators, having forgotten the hard work involved in teaching five or six classes daily, do not realize that they are seriously undermining the physical and mental well-being of their staff by expecting overtime work for under-standard pay.

The anemic, neurotic condition of so many "willing" teachers cries to high heaven for drastic action. One hour of daily outdoor exercise for all teachers would do more for American education than advanced courses, degrees, and learned books on education. That's why extracurricular activities must change!

Because extracurricular activities have great value, they should not be discontinued, but improved. This best can be done, without sacrificing health to learning, by creating the "Saturday Morning Extracurricular School."

The vast advantages of this plan will

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### EDITOR'S NOTE

*Mr. Meyer's contention is that the extracurricular program must be changed, in behalf of the health and well-being of both pupils and teachers. He offers, in place of after-school activities, his plan for a "Saturday Morning Extracurricular School," which includes pay for the teachers involved. Mr. Meyer is a member of the faculty of New York State College for Teachers at Albany.*

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greatly benefit both pupils and teachers. All participants in the Saturday Morning School would be refreshed and ready for a task that could be carried on for three or four unbroken hours. The standards could be raised by employing only qualified teachers who would be paid extra for their Saturday morning services.

Participants in dramatics, music, sports, and any other student interests would thus find more time to do a better job. The program could be enriched by obtaining talented teachers from neighboring schools, just for Saturday mornings. Parents and friends of the school could lend an active hand in making the extracurricular session the climax of the week.

No longer will it be possible for the well-meaning student to enroll in too many activities. Each student may take only one

activity per term and contribute his all to that one interest. Once begun, pupils will be expected to be as regular and punctual in attendance as in their other courses. Special credit will be granted to those who finish successfully. "Hangers on" are automatically eliminated because participants prove their interest by sacrificing their favorite Saturday morning sleep.

The Saturday Morning Extracurricular School is one method of safeguarding the health of American youths. Schools could thus dismiss every pupil and teacher at two or three o'clock, granting thereby all growing bodies their right to sunshine and fresh air. More than that—all students should be required to leave the school building at an early hour, to the end that present "basement angels" might see the light of day again.



## Some Recent Educational Flayings

### *Teacher Flays Jargonists*

The task of purging the official mind of jargon is a prodigious one, for habit is tenacious and pompousness dies hard. It is the mind that must be purged, for it is there that jargon originates. Writers employ the language of their thoughts, and if a man thinks jargon he will inevitably write it, and vice versa. Its appearance in print is an infallible sign of the flaccid mind in action, and any attack on it is something far more than a purist's protest. Indeed, it is hardly too much to say that the elimination of jargon from the vocabularies of our educational sciolists would go more than half way to cure our educational ills.—HUMPHREY L. G. FRY in *Independent School Bulletin*.

### *Prin. Flays "No-Failure"*

Right now I believe the prevailing trend toward the no-failure program has extended itself too far on the basis of an insufficiently critical analysis of the available data on which it is based and that it is doing serious damage to the best interest of our schools. . . . At best there is going to be considerable variation in achievement in our classes. This can be . . . attacked by the positive abandonment of the no-failure program. Such action will

give needed stimulus to both teacher and pupil. Why should either put forth his best efforts when from the start each knows that any sort of work will be accepted for passing?—JOHN A. VIELE in *Washington Education Journal*.

### *Teacher Flays Audiences*

From several sources have come complaints of a growing lack of audience good manners at Institute sessions. The chief complaint is that at many meetings a sizeable minority of listeners leave before the presiding officer has closed the meeting. This is embarrassing to the chairman, the speakers, and the majority who are courteous enough to remain seated. It is a breach of social etiquette comparable to breaking off a conversation and suddenly leaving an acquaintance with a sentence half finished. . . .

Another complaint concerns the whispering, laughing, and talking that go on sometimes between seat-mates, whether the speaker can be clearly heard or not. . . .

People who come late and crowd past others into a vacant seat are another disturbing element. . . .

If part of the audience shows lack of courtesy, it is a reflection on the teaching profession as a whole.—"An Embarrassed Chairman" in *Los Angeles School Journal*.

# THE DEVIL

*Get an angle—and slow  
pupils will read books*

## was a powerful WEDGE

By  
ESTHER GEALT WALSER

I'M A "SOFTY" about the slow-moving boys and girls—the over-age group, the non-conformists that fit into no course given, the children whose poverty of background is translated, freely, into poverty of intelligence. One look into their defiant, unhappy faces, and Thomas Hardy's lines from "The Imprecipient" come to my mind:

Why always I must feel as blind  
To sights my brethren see,  
Why joys they've found I cannot find  
Abides a mystery.

Often these children have an experience maturity that balances a literary void. Given a broad reading program to fill up the morass into which they sink deeper with each year's "required reading," they are surprisingly receptive.

The following unit was a successful one with a sophomore group, a whole class of reluctants that promised to be as great a drag on a teacher as ever there was. These boys good-naturedly punched and shoved one another, and as good-naturedly replied to the shove with "Damn you" or "Go to hell" (refined for my tender ears to "Go to the devil"). A bit of facetiousness, when one of the boys shouted his "Damn you" and turned to find himself colliding with me, led to this unit. Before he could recover, I asked him what power he had to damn a person or send him to the devil. I continued a bombardment of questions:

What did they know of the devil? Did they know what he looked like? Did they know it was, at one time, believed the devil visited the earth? Did they know that some

people were believed to have made bargains with him? Did they know that it was, at one time, a common thing to hear of people selling their souls to the devil? Was I to believe that they, themselves, were having dealings with him?

Then *they* began to talk. Selling your soul to the devil—you couldn't, could you? Did anyone really believe you could? Well, there were stories written about it. What stories? Could we get them? With interest aroused, the stories were started. Some of the reading was done by the students, some by the teacher to the class; both had value, I think.

The unit began with Stephen Vincent Benét's *The Devil and Daniel Webster*. The boys in a farming community chuckled over Jabez Stone's struggles; they understood his bad luck. Selling his soul to the devil was funny—a farmer is often ready to give up. The literal ones questioned the idea. Is it true? Does Benét think that man can sell his soul? Benét's language was examined. Does he state that it really happened? Does he state that he saw Mr. Scratch? We noted the author's use of such phrases as "they say," "they said," "at least that's what I was told when I was a youngster." (For days I was treated to evasive answers ending with, "At least that's what I was told.") Benét's language intrigued them. It was, as they said, a lie he was telling (and lies they understood). Considerable talk on lies and imaginative writing took place, and considerable understanding, I believe.

We read "Tom Walker and the Devil."

They enjoyed Tom and his wife, but liked Benét's style better than Washington Irving's.

We turned to the Faust legend. Salvation has little meaning at their age, but the magic fascinated the boys. They warded off inimical attacks with a sweep of an imaginary sword describing a circle. Mephistopheles afforded them pure delight. Here was reading! When they found that the story was the theme of an opera, they hooted. It was incredible to them that people listened to operas for pleasure. However, after excerpts were read from "Faust," they were curious about the staging.

We talked of lighting and the effects produced by color. We discussed the appearance and the disappearance of Hamlet's ghost. To children who had never seen a legitimate play, it was fascinating and imagination-stretching. We borrowed an album of "Faust" records and listened to the famous arias. It "made sense" to them. They almost fell out of their seats with excitement to find that the air they often whistled was the "Soldiers' Chorus" from "Faust." Grudgingly they granted, "Some operas are okay, but some stink!" It was obvious, however, that they were pleased to "understand an opera."

We read the myth of "Admetus and Alcestis." The boys were amused at the old Greeks picturing Death as a being to contend with. We read James Weldon Johnson's "Go Down Death," and found a modern poet portraying Death as a welcome friend. We read Stephen Vincent Benét's "Johnny Pye and the Fool Killer," in which Johnny runs away from Death. With help over the difficult parts, we read William Butler Yeats' "The Countess Cathleen," and noted the similarity to "Admetus and Alcestis" and the points of difference.

We saw that Alcestis sacrificed her soul to Death not for a selfish desire, but in exchange for her husband's life. We noted that the Countess Cathleen bartered her soul

to the devil for food for a famine-stricken people and bargained that the souls already bought by the devil be set free. The line, "She thinks you are not of those who cast a shadow," brought up Adelbert von Chamisso's story of "Peter Schlemihl." His friends thought it very peculiar that he cast no shadow, and so surmised the truth Peter could not hide, namely, that he had sold his shadow.

As we went along, questions led to discussion and more reading. Even wisecracks brought up interesting ideas that we explored. It was a free association of ideas, with a willingness to go off on a tangent as an incipient interest was touched upon: ghosts, the here-after, mental telepathy, hypnotism, amnesia, the weird, the supernatural, magic in general. When someone evinced an interest in a subject mentioned, the name of a book and its author were written on the board. A casual statement was made, "I enjoyed this book dealing with amnesia (or hypnotism). Perhaps when you find time, you may like to read it, too." Most of the boys copied the name, and began what I know was their first voluntary book list.

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#### EDITOR'S NOTE

*"This is on a subject near to my heart—widening the reading taste of the reluctant reader," writes Mrs. Walser. When an English teacher faces a class of reluctant readers, an unequal contest is on between one teacher and a solid phalanx of apathetic pupils. Wishing won't help—neither will a head-on attack. You will have better luck using speed and deception—and opportunism. If the devil will help you, call upon his aid—as Mrs. Walser did. She recently retired from full-time teaching, but continues to teach as a substitute in Hammonton, N. J., High School.*

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Aladdin's lamp and the traveling cloak of "The Little Lame Prince" were known to some. Not a scoffing word was said about fairy tales. Hans Christian Andersen's "The Tinder Box" and "The Flying Trunk" were fun, and not too unbelievable to the modern boy. Rather there was surprise that an old-timer had thought of these things a hundred years ago. The flying carpet of *The Arabian Nights* was "good," too. "Moly" was mentioned, and we went to that bit of *The Odyssey* in which Circe's wiles were lost on the hero.

Not too much emphasis was laid on biography, but an effort was made to say a little something about the authors. Hans Christian Andersen was the pin-up choice—he was a very reluctant student. We did stress the fact that imagination and good stories are universal. As we went from author to author, England, Ireland, France, Germany, Greece, Denmark, Persia were not so far away from us, nor the people total strangers. We were "good neighbors."

Perhaps the approach was not orthodox; perhaps the theme was not the wisest; perhaps the selections were not the best; but what this unit did was to change, for a time, a class of unwilling, undisciplined readers into a willing, self-disciplined group. It developed in some a tolerance toward listening, and, in a few, what I think may be a

lasting interest in reading for pleasure.

We returned to this unit time and again, both in oral book reports, and in the occasional stories I read to the class. During this time, there were reports on the following titles:

Oscar Wilde's *The Picture of Dorian Gray* (with much skipping—but the bare story satisfied a curiosity about the supernatural).

Robert Louis Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde* (with no recognition of allegory).

James Hilton's *Lost Horizon*.

Christopher Morley's *The Haunted Book Shop*.

Mary Shelley's *Frankenstein*.

John Masefield's *Dead Ned—the Autobiography of a Corpse and Live and Kicking Ned*.

Benét's *The King of the Cats* was hilariously received.

For later reading, the following were suggested to grow up to:

Du Maurier's *Trilby* and *Peter Ibbetson*.

Hudson's *Green Mansions*.

John L. Balderston's *Berkeley Square*.

Bellamy's *Looking Backwards*.

Hilton's *Random Harvest*.

Eric Knight's *The Flying Yorkshireman*.

With a different group, in a different setting, the list would change. We were limited in interest, capacity, library facilities. With the class at hand, the devil was a powerful wedge.



## Sweet Potato and Tin Pan

Five years ago I wrote an article . . . I said then, "The course of study in music is flexible necessarily. It must fit not only the participants but the range and adequacy of instrumentation." How classical I was, then! I realize now that all we need is a sweet potato or a tin pan to make music.

A school program begins with what it has—be it only a sweet potato and a tin pan or a variety of instruments. More and more do I believe that a program should be flexible, varied, and so adaptable that all children will have satisfying and expressive experience with music.

I mean all children. In fact, the music teacher,

the band director, and the orchestra conductor must believe in the capacity of all people for music. With this as our basic philosophy the sweet potato and the tin pan are not so far fetched as they would seem.

There may be some schools that cannot provide musical instruments. In many cases a child cannot obtain a \$120 horn. But the student may be able to bring a jug, a harmonica, or any other simple musical instrument to school. And certainly every child brings a voice to school. Such children should not be denied musical experience.—H. C. SHADWELL in *West Virginia School Journal*.



# Each Day You Sit for YOUR PORTRAIT

By  
J. N. HOOK

## I

SHE SAT AT HER DESK as the class assembled. For eleven years she had been sitting at her desk or standing before it or standing at the blackboard. Eleven years. She wasn't old yet. Thirty-three isn't old. But she knew that to most of her students she was already "Old Miss A" or "Old A."

She had looked at her in-a-door mirror at home that morning—a long look. She stared at mirrors less these days than she once had. Not that she was going to let herself become dowdy. But did appearance matter much to a teacher? What difference did it make if her students didn't like her looks? She wasn't paid to be pretty. She was paid to teach English.

That Miss J, new this year. Always primping and fussing with her hair. Oh indeed, she was popular with the students. They didn't call her "Old Miss J." But what did they learn in her classes? Why, one of Miss J's seniors hadn't been able to tell Miss A the number of the act and scene in which the climax of *Macbeth* occurs. He had said, "I don't know what act it's in." Ending a sentence with a preposition! Didn't Miss J teach her students *anything*?

Miss A was hired to teach English. Regardless of what happened to her, she was going to teach English. She had to. It was the way she made her living. So if the mirror showed that her calves were getting straight, her hips a bit too large, her chest too flat, her shoulders somewhat too round, and that her dress—any dress—was always shapeless, it couldn't be helped.

The incipient wrinkles couldn't be

helped either. The mouth seemed a little straighter, the lips thinner than they had once been. And last week there had been a gray hair. What would Joe have said about that first gray hair, if she had married him eight years ago? Would he have laughed about it, or would he have decided that his wife was getting old, and started to look for greener pastures?

Probably the latter. Joe was always fickle. Marrying that Smith girl less than a year after Miss A had refused him. Men were like that. Men were rotten. People were rotten. The whole world was rotten.

It wasn't worth while, really, to work to improve it. Why teach the glories of literature to students who could never be brought above the level of confession magazines and detective pulps? Even after leaving her classes most students seemed to think that *lyric* doesn't refer to anything except the words of "An August Moon or Two," or whatever silly song happened to be leading the Hit Parade.

It was the degeneration of the age that was at fault, as she had told them over and over. "This is a vicious age. It is low in morals, and it has no ideals, no respect for the truly great and lasting." But she didn't seem to impress her students; they were too stubborn, and too much a part of this decadent age. Movies, cars, airplanes, dances, sex—didn't they ever think of anything else? No wonder that the world was in turmoil, when people—old and young—never gave a thought to the finer things of life. Naturally Washington, D.C., was full of jackasses—fools, rather. The stupid people of today hadn't sense enough to

elect anyone with intelligence and ideals. As a result, the world was headed straight for disaster. Atom bombs, bacteriological warfare, chemical warfare—they would all explode in the world's face.

And in this period of universal decay, the new head of the department wanted his most competent teachers to abandon the ship, to stop teaching the only things worth teaching, and to change their classroom procedures. He wanted to cater to the vices of the age by encouraging more attendance at trashy movies and more listening to melodramatic radio programs. He wanted the teachers to reduce the time given to Shelley and Keats and Tennyson so that they could teach a unit on motion-picture appreciation. He wanted them to "democratize" their classes by encouraging more participation by students—as if students had anything to contribute!

What did these babbling sophomores, coming into this room now, know about anything besides movies and cars and sex? He would make the school a madhouse. Miss A knew, even if he didn't, that students have to be *told* things. They have to be told what faiths to cling to—to which they should cling, rather. In such a world as this, they couldn't be expected to have any faith, any ideals, of their own. Someone has to tell them.

And anyway, what if this new department head's ideas were put into effect? What would his schemes do to the lesson plans of teachers who had spent years in constructing those plans? He would ruin every plan.

Miss A had spent the first five years of her teaching in making her plans, preparing her lectures, finding her illustrative materials. For six years more she had used them, semester after semester, making changes only when she decided that some of the work was too easy or that it encouraged the softness and the laxity that she saw all around her. She had high standards, but this fool wanted her to lower her

standards to match his. He didn't even believe it was valuable to spend three months of the sophomore year in diagramming sentences.

The fool! Even when she had shown him examination papers that proved that most of her sophomores could unerringly point out objective complements and nominative absolutes, he hadn't been convinced. "Does their writing improve because they know these things, Miss A?" he had asked in that sickeningly soft voice of his. How in hell—how in the world, rather—did he make himself heard in his classroom with that voice? No one had ever told Miss A that *she* couldn't be heard.

Most of the sophomores were in the room now, chattering the same old drivel, although they weren't noisy and rowdy the way they were in Miss J's classroom before the bell. Miss A wouldn't tolerate the things that Miss J seemed to enjoy. Before class there was always a noisy group of students hovering around Miss J's desk like flies around molasses.

The bell rang. Miss A froze the class into silence, a trick she had learned only two or three years ago. "Open your books to page 106," she said. "We shall resume diagramming at sentence 47, where we stopped yesterday."

## II

Perhaps variety was the secret, Miss B mused as she brushed her teeth and started to put up her hair. Perhaps variety kept a person from getting old, or at least from feeling old. Half a century she had spent now on this whirling planet. Half a century, three wars, twenty-seven years of teaching. And never a dull moment.

It had been sweet of the youngsters to plan a birthday party for her. She had really been surprised. The things that students can do when they want to! It had been an elaborate party. How thoughtful of them to invite so many of her former students, including some of their own parents. Who

would ever have guessed that pudgy, irresponsible Harry Laswell would become a bank president? Or that Lucille Shranz would get tamed down enough to rear children as pleasant and cooperative as Wilbur and Joan? Or that . . .

Somehow it didn't seem possible that she had been teaching for twenty-seven years. Twelve maybe, or even fifteen, but not twenty-seven. But calendars don't lie, nor does time jump cogs. Nor does one's appearance remain changeless. Perhaps she looked fifty. But dozens—at least two dozens—of people had told her how "nice" she looked tonight. Well, she tried to look as attractive as possible. The students couldn't always expect beauty behind the teacher's desk, beauty like Miss S's, for example, but they had a right to expect neat schoolrooms, and why not neat teachers too? Would people enjoy eating in a pig-pen, with a pig as host? Can children enjoy learning in an ugly schoolroom with an unkempt hag as hostess? If one has to be a hag, at least she can be a neat hag. Anyhow, just knowing that you look "nice" gives you a greater feeling of assurance, makes your teaching more confident, your leadership more secure.

Larry, and then Fred and Walt, had always liked her to look her best. If Larry hadn't been killed—. But she had no regrets. Her life was full. Instead of two or three children, she had hundreds of children.

Hundreds of children—her children, her hundreds. Mustn't get sentimental, there were some brats among them. But most of them were good kids. Children are just younger older people. And people are good, but they do make foolish mistakes. Their intentions are usually good, but the execution is often feeble. The people responsible for the atomic bomb had good intentions, but—.

She had better glance over the classwork for tomorrow before she got into bed. The sophomore class promised an interesting discussion—a comparison of the family life

#### EDITOR'S NOTE

*Miss A and Miss B sit facing their classes every school day. They are having their portraits painted. A portrait shows more than just surface features, so if you want to know how the paintings will turn out, you will have to know more about Miss A and Miss B. Mr. Hook, who takes you behind their façades, is teacher-training adviser in English at the University of Illinois, Urbana.*

shown in the picture *Life with Father* with the family life of today. The sophomores would talk gustily but seriously; they always had plenty to say. She was glad they were so uninhibited, so willing to bring in illustrations from the things they knew. Let's see. Shirley was to preside over the discussion. Shirley hadn't presided before. Miss B ought to give her a few tips in advance, especially to remind her to keep the discussion on the subject. But that class should go smoothly.

She would play the recordings of a few American ballads for her freshmen at the start of the hour. How would they like the new Burl Ives record? She liked it, and liked to try out new things with her classes. She would have them sing the refrain along with Burl when they played the record a second time. Nothing like class participation to get and hold students' interest. Then a transition to the ballads in the text. Try to get them to work out a tentative definition of a ballad. Then she'd read "Get Up and Bar the Door," and repeat it with students reading the different parts. It would be a full hour. They might not get as far as "Get Up and Bar the Door."

The juniors would go on with Robert Frost. Interesting that even city kids like Frost. "The Pasture" seemed an absurdly

simple poem, but after they had read it a couple of times and pondered the two or three thought questions she had given them, they found in it Frost's invitation to share with him the simple delights of country life.

Tomorrow the group that was preparing a dramatization of "Death of the Hired Man" would be ready. Ted was a "natural" for the part of Silas, especially in the scene where he got a chance to argue that Latin isn't any good to anybody. And playing Mary would help Linda a little more in overcoming her shyness. The dramatization, with some class discussion following it, would take most of the hour. She hoped there would be time for Ray's voluntary report on some similarities he had found between Frost and Wordsworth.

The seniors would continue with their review of grammar. They had asked for the review themselves, both the college preps and the others. They almost liked grammar when it was presented as a means for expressing thoughts rather than as a set of rules. They also liked the approach that they were learning the etiquette of language, that saying "them two" is comparable to eating with a knife, or that saying "between you and I" makes people believe the speaker would commit a *faux pas* at a formal dinner. And they liked to

find out things about ways that grammatical proprieties have changed, for instance, that double negatives and double superlatives were once good English. Tom had re-read part of his English literature book and had collected examples of usages that were once accepted but are now frowned upon; she would ask him tomorrow to share his collection with the class.

Some conferences with individual students, of course. Maybe she could snatch a few minutes to listen to the new Brahms records. If Sally or George happened in, they'd like to hear Brahms with her. A meeting with the student council after school, and a department meeting after that. Junior-play dress rehearsal in the evening. She'd have to miss "Information Please" again. A full day. It looked as if it would be a good day. Plenty of variety, for her and her students.

### III

A portrait is not merely a representation of a person's physical appearance. It is also an interpretation of character, an interpretation placed on canvas, to last as long as paint and canvas shall endure.

Every day, each teacher sits for his portrait. Every day, each student applies a few more brushfuls of paint to the interpretation he is making.



## Teaching About Labor

... Any teacher who has a real understanding of current problems, and approaches these in the spirit of inquiry rather than of prejudice, is quite competent to do a creditable job of teaching labor history and labor problems. Such a teacher will procure, at least, limited materials and will be able to critically evaluate these materials in using them with the students.

To continue to ignore labor history and labor problems is to do an injustice to our students. And let us keep in mind that objectivity is the foundation of sound teaching in the social-studies area.

Let us not be carried away by prejudice. If we send our students into the world, as so many teachers have done in the past, alienated from organized labor, we will have corrupted their vision and have made them the fit subjects for the machinations of those who, certainly, have never been noted for their eager support of public education.

It is time for teachers, along with other citizens who have at heart the welfare of our country, to quit stabbing one of the most constructive friends of the public schools which exists in our land.—  
WILLIAM H. FISHER in *The Social Studies*.



# ON BEING

*The sound-and-sight  
machines pursue us*

# IMMORTALIZED

By

ETHEL M. JONES

THIS ARTICLE is the threatened sequel to the "Bee" story about the perils of the inter-com system in the September 1947 issue of THE CLEARING HOUSE. At that time the peril of the recording machine was just a remote, anticipated menace. Now it is a reality!

Yesterday when I stepped out into the hall after my second-period class, I saw the principal of our school coming out of the English room across the hall, and—Horrors!—he was carrying a recording machine and all the paraphernalia belonging to it. Much to my relief he went into the math room, which is next door to me, but I did have a bad second wondering whether he might be coming to make a record of my Latin class.

Oh, dear! What if he had? (Of course, he probably realizes that he would be wasting part of the disc or else that he would have to provide some musical interludes for the long pauses caused by some of the

pupils taking time to puzzle over the meaning of a Latin sentence.) Right now I must get busy and plan a lesson suitable for any day of the year which will call for the pupils doing all the talking. If I can get by until Christmas, I might let the class sing Christmas carols in Latin.

This recorder is not the only new device we have which is destined to immortalize us teachers in a concrete way. Heretofore I had always thought that the way we teachers might be immortalized would be through our influence upon our pupils. These modern inventions have changed that. Our school now possesses a movie camera, and the Camera Club has already taken a movie of one football game and some scenes about the building.

It used to be bad enough to have your picture taken for a yearbook. Thanks to the scarcity of paper and materials during the war years, most of us have been relieved of that ordeal. I hope no one will revive the custom here. Occasionally I hear one of my pupils exclaiming over a picture in an old annual, "Oh, was Miss Blank teaching here then? She must be awful old!" I keep under cover my only copy of an annual that has my picture in it, but I live in dread for fear some one else will unearth his copy.

Perhaps some persons don't mind having their pictures floating around, causing comments on their ages or out-of-date dresses and hair-dos. As for me, I don't want either my voice or my likeness handed down to posterity. Just think! Even after we are gone these records and reels may be in existence. They may even use us as a horrible example of what the schools and

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## EDITOR'S NOTE

*Since contributing "It's a Bee" or, the Perils of the Inter-Com System" to the September 1947 issue of THE CLEARING HOUSE, Miss Jones has been worrying about some other machines that threaten the peace of mind of teachers. It seems that the pleasant prospect these gadgets hold out to us has some pitfalls. Miss Jones teaches in Lincoln Junior High School, Charleston, W. Va.*

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teachers were like a hundred years ago.

The perils of the inter-com system are nothing compared to these new perils. When your voice is carried over the communication system, it is heard by only a few and may soon be forgotten, but a recorder can play it back (in a most embarrassing way) dear knows for whom or when or where!

Now I am beginning to understand the lecture I heard at a science demonstration at the San Francisco World's Fair in 1939. I remember the speaker saying something fantastic to the effect that nothing is ever lost, that voices of the past (Julius Caesar's, for example) are recorded in the stones, in the buildings, or in other media of the environment, and that we could hear them if we only had the means of tuning them in. My unscientific mind had difficulty in following him, but now I see a glimmer of light. Do not the walls of my classroom have ears and is not my voice due to be transcribed sometime on a little black disc? There is one consolation—these records are breakable, aren't they?

My advice to prospective teachers is this: If you cannot qualify for both radio and movie work, you had better not choose teaching as an occupation. It is too late for me to change now. When I was in high school making up my mind about my life work, I just wanted to be a teacher. It was not my ambition to go to Hollywood to

be a movie actress, nor did I desire to become a radio personality, but somehow I have had both these occupations thrust upon me—and I am unprepared.

The college catalogs in my day didn't prescribe the right courses for a three-in-one vocation like this. No adviser warned us of these extra requirements. I had English, Latin, how to teach Latin, even a little geology, etc., but nothing on the use of cosmetics or acting before the bright lights. I did not have a screen test. I knew without one that I was not photogenic, but I did not know that this was important in my chosen career.

I realize, of course, the importance of an attractive personality, a pleasing voice, and a well-groomed appearance in teaching, but I depend upon the blindness of youth, who may look at me through rose-colored glasses, to supply most of this glamour. My own mental images of my former teachers are, no doubt, more beautiful—dimmed by the years—than some of the accurate pictures which might have been taken at the time.

If any of my pupils remember me, I want them to have only such mental pictures, pictures that have been softened by memory and perhaps made pleasing in the light of their kindness of heart and regard for me—not concrete, accurate records that soon become old-fashioned and out-of-date.



### *Whose Responsibility?*

Much of the agitation for released time, public-school credit for sectarian courses, and other proposals for involving churches in public-school programs is, in my opinion, traceable to short-sighted planning on the part of church leaders. Some of the agitation is also due to a failure to understand the vital American principle of separation of church and state.

When selected churches use the public schools to sponsor their sectarian teachings through plans of released time, credit courses, or the assignment of church teachers to the school, an unfair advantage

is taken of other sectarian groups. Separation of church and state is threatened by such plans. . . .

If I wished to undermine the importance of the church in American life, I would strongly support proposals for released time and other plans for relieving churches of their major task, which is the religious education of children and youth. It is because our churches ought to play a more significant role in American life that I oppose some of the plans which I feel menace their future.—J. B. EDMONSON in *University of Michigan School of Education Bulletin*.

# JUSTICE:

"Imagine a boy coming to a principal—"

By BEN HOUSMAN

PAUL was fourteen, but he reminded you of an old man. His figure was round and stubby, and he wore a shabby coat and baggy pants. His manner was slow, hesitant, and groping. There was a soft and gracious timidity in his glance, and he spoke with a curiously relaxed and lisping intonation.

He was a very serious-minded lad, with little interest in sports, radio, or the movies. His main concern in life was his school work. He attended class regularly and did his homework with the most scrupulous care. His devotion to learning was due not to any deep intellectual curiosity, but to an almost compulsive desire to obey the rules and regulations of school, and he a good and punctual student. He was guided in his scholastic life by an inner code of behavior, and he abided by it with religious tenacity. Throughout his entire school career he had been absent only once, and that was due to scarlet fever.

On April 15, 1945, Paul's parents received notice that their older son Francis had been killed in action on the Italian front. Paul was shocked by the news. But he hardly felt it as a profound and shattering experience, and was puzzled as to the effect this would have upon his school attendance. The next morning he put his books together and got ready to go to school.

"Where are you going?" asked his father.

"To school? Is it all right?" he asked.

"No, son," replied his father. "I think you'd better stay home for the next few days."

"You mean I shouldn't go to school?" he asked, somewhat bewildered.

"Will you miss much work?"

"I don't know, but if you don't think I should go, I'll stay home."

"Yes, you stay home today and tomorrow."

So Paul stayed home. He experienced a strange uneasiness. He could not share the deep sorrow of his parents, and he spent the short period of mourning, wrapped in a wistful and embarrassing isolation.

Finally, the two-day period was over. Paul arose early and very meekly and unobtrusively attended to his morning routine, said good-bye to his parents in a barely audible voice and started for school.

The day proceeded smoothly until he came to his history class. When the teacher, Miss Mason, asked him for his homework, he explained that he didn't have it as he had been absent the day before and therefore hadn't known the assignment.

"You get a *D*," snapped the teacher.

Miss Mason was a firm believer in the categorical imperative. Her moral sense worked with automatic precision.

A deep look of anguish swept over Paul's face.

"Miss Mason, I—"

"I don't want any excuses. You must have your homework or you get a *D*."

His face flamed. His ears seemed to be ringed with fire. For the rest of the period he sat in a trance-like daze, a sickly feeling gnawing at his stomach.

When the bell rang, he went to the teacher's desk.

"What is it?" snarled Miss Mason.

"Miss Mason, why did I get a *D*?"

"That's a foolish question. In my class, you have to do your homework."

"But this is the first time. I always did

my homework before. Do you get a *D* for the whole month just for one homework?"

"Now you get out. That's enough discussion."

Paul opened his mouth, but his heart was chilled and the words froze on his tongue. He walked out of the room, his whole being drenched with terror and grief. As he entered the hall, he looked up and noticed the principal. Mr. Berg, he remembered, had once told the students that a principal is a boy's best friend, and is always ready to listen to a complaint and offer his help.

His spirits revived for a moment. He dashed over to the principal.

"Mr. Berg," he said, "may I ask you a question?"

"Yes, what is it?"

"Does a teacher have a right to give you a *D* for the whole month if you don't do your homework for one day?"

The expression on Mr. Berg's face changed from unctuous geniality to prudent alertness.

"Who is the teacher?"

"Miss Mason."

An image of Miss Mason's grim, inflexible appearance and haughty, magisterial manner flashed through the principal's mind, and his features immediately experienced a more radical transformation. His brow darkened and the last vestige of affability withered from his face. He glared

at the boy with an air of outraged indignation.

"Who is your official teacher?" he demanded.

"Mr. Marvin."

Grabbing Paul by the shoulder, he began dragging him toward Mr. Marvin's room.

"Why, that's the freshest remark I've ever heard. So you're going to tell the teacher how to run her class! What nerve!"

They entered Mr. Marvin's room. Mr. Berg strode up to the teacher, still holding Paul by the shoulder.

"What sort of boy is this?" he said, addressing Mr. Marvin.

Mr. Marvin looked straight at the principal.

"He's a very nice boy, Mr. Berg."

"Well, it's a good thing, because I was going to punish him. Imagine a boy coming to a principal because he's not satisfied with a mark his teacher gave him. What if every boy took it in his head to bother me with such complaints? He'd better not do it again."

Mr. Marvin was about to reply, but the principal, anticipating him, added, "Well, you take care of him."

He released Paul's arm, looked at him with exaggerated sternness, shook his head, as if the whole thing were absolutely incredible, and left the room.

Paul went to his seat and sat down. He let his head fall limply on the desk, and covered it with his hands.

Mr. Marvin walked over to him and patted him on the shoulder.

"Don't feel so bad about it, son," he said.

Paul looked up.

"It isn't fair," he said. His eyes were misty with tears.

"Forget about it, Paul. It isn't anything to worry about."

"It just isn't justice," murmured Paul.

"Ah, justice!" remarked Mr. Marvin, as if to himself. "Come, sit up, and go to your next class."

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#### EDITOR'S NOTE

*Mr. Housman is concerned here about a student named Paul, and a little matter of justice. Paul may not be the most admirable character you ever heard of, but then neither are some of his teachers. Mr. Housman teaches in George Washington High School, New York City.*

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# ICE-BREAKER:

## Compulsory Square Dancing

By

LENORE MARY FOEHRENBACH

AT PORT WASHINGTON, N.Y., High School, it had been apparent for some time that socialization was limited. Our school dances, for instance, were always attended by a very select few. In fact, those who really went to the proms were, in the most part, members of a group which had had co-ed social-dance lessons at the local dancing school.

The majority of the school population shied away from our school dances, yet, when we questioned them, we learned that almost every student really wanted very much to go. Furthermore, at the parties which were given in the Junior High for the graduates (and which the entire class attended) the same problem under different guise arose. In this case, whereas all the children were there, only those with the dancing-school background would dance.

So from the time these children became old enough for boy and girl interest, they were divided into two groups: those who knew what to do (the dancing-school group) and those who had never been taught and probably never would while still in high school. The boys and girls who had not been to dancing school felt they lacked the skill required to attend a dance and perform. In addition, never having danced before, they were as unsure of their social graces as of their footwork.

At this point school authorities decided to attack the problem. To begin with, dance instruction was to be provided for all, but several factors had to be considered if this move was to help the situation. First, a medium of dance had to be found which would be suitable for performance

at school dances (this for future use). Second, it was important that the form decided upon would not require studied skill, which so many boys and girls (more especially the boys) felt that they did not possess. And finally, the dance form had to provide all-around enjoyment from the start. It had to be as new to the trained social dancers as to those who had never danced before, so that the unskilled could compete as satisfactorily as the skilled.

It was with all this in mind that the square dance was chosen as the form which most nearly satisfied our needs. A well known square-dance instructor was informed of our problem and subsequently was engaged for two weeks' work in the Senior and Junior High Schools. So with the help of the physical-education instructors of both sexes, a five-lesson course for all students was begun!

Have you ever been in a room where the activity is supposedly dance and found the boys on one side and the girls very definitely on the other? You know that some cannot dance and will not try—and that others have never asked a girl to dance and lack the courage to do so. It is a humorous and yet, somehow, a desperate situation. Here are all these nice girls, on the one hand, just dying to be asked, and all these boys, on the other, who just can't bring themselves to do it. What a blank wall to come up against!

In an attempt to overcome this obstacle in our classes, nothing selective was left up to the students. Our boys' and girls' gym classes were combined for the five lessons, and were prepared beforehand

with the information that dance was to be the required physical-education activity for that week. The students were told that street dress would be acceptable rather than gymnasium attire (This was very important to the girls). We felt that making the activity compulsory to all the students was essential, or we would never reach those for whom the classes were designed—the unskilled and the bashful.

The reaction of the girls when they were told about the classes was good. They were eager, anticipating and wondering whether it would all work out for them as individuals. The boys were not as agreeable. Some of them liked the idea, others accepted it, and still others (as it proved, just the ones who needed the class the most) griped about the whole thing. Nevertheless, we prepared ourselves for the long, hard "push"—and began the first lesson.

From the start, everything was conducted in business-like fashion. Girls and boys, some two hundred in the class, lined up by sizes on opposite sides of the gym. Then they paired off with the help of the in-

structor as the two lines met. A large circle formation was used, and the general calls and general curtsies of the square dance were taught.

Everything was very stilted at first and profoundly quiet. But we had a most clever instructor. Not only was he wise in his own field, but he knew children as well. Possessor of just the right sense of humor for the high-school student, the teacher used it to advantage. Before they quite realized it, the boys and girls began to enjoy the lesson—some of them in spite of themselves!

The class progressed rapidly, and by the end of the hour, the boys and girls were actually dancing in squares (not just going through the motions). They had relaxed and were talking and laughing congenially. The hardest part was over!

Reaction to the first lesson? We found the girls delighted, the boys admitting it was not so bad after all—in fact, pretty good. Typical was one lad's comment: "I never thought I could like that stuff—but it's pretty good!"

Subsequent lessons were conducted in much the same manner and were just as successful. The boys and girls progressed through all the simple figures and right on with the complex, did them well and really enjoyed themselves immensely.

In accomplishing just that much—five sessions at which every boy and girl in the school danced—we felt that a great deal had been done toward the socialization of our young men and women. The students themselves asked for the formation of a square-dance club, which was arranged. The club met two nights a month and was open to any boy and girl at school who wanted to join. Now, too, almost all school dances feature some square dancing, so that there is common ground for everyone during some part of the dance. We are hoping that the socialization of our boy and girl groups will continue and expand as we have planned.

#### EDITOR'S NOTE

*Getting all of the students to take part in the school social program is a serious but puzzling problem in a great many schools. Recently Port Washington, N. Y., High School attacked this hard nut with a hammer. School dances were attended only by the minority of students, most of whom had attended a dancing school. It was learned that the other students wanted to go, but didn't because they didn't know how to dance. The hammer was compulsory square dancing, taught in gym periods. Miss Foehrenbach, who reports the success of this first step in loosening up the social situation, is a physical-education instructor in the school.*



# SCHOOL NEWS DIGEST



Edited by THE STAFF

**EDUCATIONAL SLUM:** It will take \$100,000,000 a year in addition to the present annual expenditure of about \$200,000,000 to rehabilitate the public schools of New York City, announces the Public Education Association. The PEA, an organization interested in better education for the city's children, recently completed an investigation which indicated that one-quarter of New York City's school children spend their days in "educational slums." An "educational slum" is an ancient firetrap of a building with inadequate plumbing and rickety stairs, where children are crowded into dingy classrooms and taught from antiquated textbooks by an overworked, underpaid handful of teachers. One-third of the city's schools were built before 1900, and 22 still in use were standing before the Civil War. To catch up with the standards maintained by other cities in the State, the city would require: 10,000 more teachers, 9,000 more classrooms, and three times as many textbooks as it now provides—to mention a few items. The city's public schools spend only 52 cents a year per pupil for textbooks. In other cities, textbook expenditures per pupil per year are as follows: Albany, N.Y., \$1.81; Washington, D.C., \$1.40; and Chicago, Ill., \$1.35. New York City, suggests the *New York Post*, faces the choice of placating its taxpayers or educating its children.

**2004 A.D.:** Recently 60 persons were invited by the New York Advertising Club to make predictions about what life would be like 57 years from now. The prophesies were sealed and stored away, reports the newspaper *PM*, to be opened when the Club celebrates its 100th anniversary in 2004. Two of the predictions were: Disappearance of racial barriers from human relations; and disappearance of textbooks in favor of movies in the schoolroom. The way international relations are going in our atomic age, we would like to add a prediction: Disappearance of everything else, too.

**NO THESIS:** Hereafter, a teacher working for a master's degree in the School of Education, Stanford University, need not write a thesis, states *School and Society*. As a substitute, he may prepare "a report on a year's project which is directly related to the candidate's teaching responsibilities in his regular position in the public schools."

**MULTIPLE TEXTS:** Oklahoma has given up the single-textbook, state-adoption plan in favor of local selection from multiple lists adopted by the

State, says *Oklahoma Teacher*. The State Textbook Committee will select 5 textbooks for each subject, and local committees of teachers will select from the State list one text to be used for 6 years. Thus many Oklahoma teachers will have their first experience in textbook selection.

**PAN AMERICAN:** Pan American Day will be celebrated on April 14, 1948. The Pan American Union wants you to know that its special committee has been working hard for some time, preparing interesting program material for use in the schools or in adult groups. A descriptive list of free materials may be obtained by teachers from the Pan American Union, Department of Information, Washington 6, D.C.

**CONSERVATION:** The conservation program carried on in the schools of Virginia since 1940 has been worth about \$1,000,000 to the State. So says W. L. Shaddix, secretary-treasurer of the Southern States Forestfire Commission, in *Virginia Journal of Education*. In addition to conservation instruction and projects, many Virginia schools have Junior Fire Patrols, which are active in fire prevention, and in carrying the facts about fire prevention into the woodlands homes.

**RULE:** "No teacher shall be allowed to attend dances, skating rinks, parties, or other places of excitement and consequent dissipation on an evening the day following which school is to be in session." This statement is quoted by *Wisconsin Journal of Education* from the 1886 Rules and Regulations of the Chippewa Falls, Wis., Public Schools.

**CO-OP:** There are no art, music, or school-supply stores in the neighborhood of the High School of Music and Art in New York City. After studying the co-operative movement, students wanted to organize a co-operative store as a convenience. The school administration declined to sponsor the store because of "limitations of administrative allowances," reports Benjamin Rowe in *High Points*. So the student Co-op Committee rented a dingy basement in the neighborhood and raised funds by selling shares at 25 cents each. The store is open one hour a day after school. Sales average about \$5 a day. Following a visit from a committee of the school PTA, that organization bought \$100 worth

(Continued on page 320)



## Make Conservation Education a *Personal Matter*

WHEN THINGS ARE broken we try to repair them, and if they cannot be restored we throw them away. No amount of lamenting over losses will replace them. The mistakes and errors of judgment of the past can only be forgotten through an intensive effort to develop means of improving the future. But we have become so calloused to the warnings of experience that we generally fail to heed them. Is that why the schools and their administrators pay so little attention to teaching about the conservation of the nation's resources?

America was once a nation of vast, new frontiers. Their exploitation is a matter of historical record. Our new horizons must be rebuilt out of the soils, waters, minerals, forests, and wildlife that remain. How can this be accomplished?

The schools furnish the best solution. For yesterday's heroes of exploitation we must substitute new heroes—heroes who have the moral stamina and integrity to plan the biggest repair job yet to be undertaken on the American landscape.

So it is that the two most important aspects of conservation education must be launched concurrently by the schools. First, to teach the facts of conservation of the nation's resources, and second, to develop the kind of character that will serve as permanent steward of these resources.

The approach to and understanding of the critical need for conservation education must come through evaluation of local resources. The immediate home surroundings reflect like a mirror the character and material wealth of a community. Whether

people depend entirely upon agriculture or live in a highly organized industrial community, the job of taking stock of resources begins at home—in the school yard, the municipal park, and local waters.

We read about soil losses, polluted waters, depleted forests, diminishing wildlife, city slums, traffic congestion, municipal dumps, and crime like we read the figures on holiday automobile accidents. Unless the story produces immediate personal grief or discomfiture we shrug it off as someone else's loss.

We are so accustomed to negative results that we refuse to accept, in the schools and out, individual responsibility through personal, positive action. We listen to soap operas when we should be writing our Congressman. Isn't it a problem of individual concern in a free democratic society? If democracy fails, either in government or conservation, it is because we neglect to exercise our freedom with self discipline.

Conservation education is important to all. It is not only the concern of the landowner to protect his fields against erosion, but of the tenement dweller, the owner of suburban estates, the ordinary real-estate owner, the civic benefactor, the banker, the butcher, the lawyer, and the school administrator. A school which teaches that the floods of the Mississippi River carry huge quantities of the best farmland to the Gulf, and yet ignores the wasting of paper, needless burning of lights, defacing of walls, and leaking faucets is not doing what it should in conservation education.

Our standard of living, the family



budget, the school revenue, the wealth of the nation are the combined product of labor, capital, management, and resources. One is of no value without the others. Each is a variable factor depending largely upon human character for its full development. And the need for teaching character is obvious.

Educating for individual responsibility does not preclude the benefits of organized group action. The value of planned community action through the work of soil-conservation districts has been effectively demonstrated. Local landowners who have organized a district work together in planning corrective conservation practices—not only for particular farms, but for the improvement of all the land of the co-operators. In this way the work that is done is of value to all the people living in the area, and personal effort is not at odds with the interests of the neighbors. Concerted community action is necessary in other conservation planning, such as flood control, pollution control, public health, sanitation,

recreation, and many other problems.

This plea for the development of character and individual initiative through conservation education in the schools is intended to stimulate rather than hinder group planning. If a person loses his identity in any organized effort he becomes but a pawn on the political and economic chess board of a locality. The schools, through more emphasis on conservation education, have a greater opportunity than ever before to teach personal responsibility in making the community a better place in which to live. Thus, the primary objective of conservation education is to develop a conservation consciousness that will safeguard the resources upon which this nation depends for its high standards of democratic living. Not only is it an opportunity, it is also an obligation of the schools.

HOWARD H. MICHAUD  
Purdue University  
School of Agriculture  
Lafayette, Ind.

## Younger Voting Age: Stimulus to Study

We are rapidly becoming a nation of old people. Maybe that isn't a healthy condition for progress but that's what the decreased birth rate and advances in medical science are doing to us. The ratio of people over 50 to those under 20 has more than tripled since 1900. To the normal life expectancy 14 years have been added.

To provide a better balance, it has been frequently advocated that the minimum age for voting be reduced to 18. In Georgia that has already been done. The idea has attractive possibilities for motivating study in schools, particularly in the social studies. If high-school graduates knew that they would vote during the first or second year after their graduation instead of the fourth or fifth year, they would without doubt be

much more interested in public affairs and public issues. And furthermore, what they learn in school would not go out of date or be forgotten in such large parts.

Eighteen-year-olds, more than half of them high-school graduates and more than 75 per cent with two or more years of high school, are better informed and would be more intelligent voters than those 21 years of age in 1900, when less than 5 per cent were high-school graduates and less than 10 per cent had ever attended high school at all.

HARL R. DOUGLASS, Director  
College of Education  
University of Colorado  
Boulder, Colo.

## BOOK REVIEWS

KIMBALL WILES and EARL R. GABLER, *Review Editors*

*All About Us*, by EVA KNOX EVANS. New York: Capitol Publishing Co., Inc., 1947. 95 pages, \$2.

*All About Us* is a most constructive attempt to present to the more malleable mind of the child some of the simple genetic truths of human existence in story form. How people began, how they came to develop differences in skin coloring, languages, and customs are related in colorful prose implemented by simple scientific truth.

A valuable portion of the book is devoted to the choosing of friends with an attempt to explore for the child some of the traditional prejudices. The author succeeds without preaching in establishing the focal point of her story—"that we often miss a lot when we don't find out what people are like on the *inside* because we are too busy looking at the *outside*."

Numerous concrete illustrations are introduced to point out historically how variations in manners, dress, and customs developed. Through simple narrative and an abundance of graphic examples culled from the Plains Indians, cannibal tribes, and the Eskimos, the author indicates how we inherit ideas as well as learn new ways.

Lively illustrations by Vana Earle enhance the attractiveness of this little book for children, which points up common sense and truth in understanding the facts of human existence. Adults as well as children may well find *All About Us* a constructive reading adventure.

HELEN FLYNN  
Cornell College  
Mt. Vernon, Iowa

*Basic Chemistry* (for High Schools), by ERNEST E. BAYLES and ARTHUR L. MILLS. New York: The Macmillan Company, 1947. 720 pages, \$3.

A review of this book merits an article rather than this outline. This book contains a philosophy, a course of study, an abundance of teaching material, a series of valuable appendices, and really clear, intelligible writing. For both teacher and pupil this is the finest attempt yet made to present chemistry as a meaningful whole, as a growing science, as a method of thinking, and as a force in making modern society.

This is no book for dullards, but the average or better-than-average student will receive from it a rich experience in dynamic teaching and reflective thinking.

The book is not padded with local-interest chapters but is packed with material of a basic nature. It covers standard syllabi yet points to new and better ones.

On the negative side, the paper and printing are only fair and the white on black diagrams are not sufficiently clear or simple.

JULIUS C. PRINZ  
Bronx High School of Science  
New York City

*Better Reading and Study Habits*, by VICTOR H. KELLEY and HARRY A. GREENE. Yonkers, N.Y.: World Book Company, 1947. 73 pages, \$.52, paper bound.

As its title indicates, this book is divided into two parts: the first deals with reading skills, and the second with study habits. A chapter entitled "Speeding Up Your Reading" gives such general suggestions as "attempt to read more than one word at a glance" and "reduce lip reading to the least possible minimum," but very little practice material is provided. A number of suggestions concerning vocabulary building are also given, but extensive word lists are lacking.

Part II, which deals with study habits, is more helpful. It contains a good Check Chart of Study Habits and a chapter on study tools that includes exercises in the use of the card catalog and the index of a book. The remaining chapters are devoted to general advice on study habits, such as overcoming distractions, finding a good place to study, checking eyes and general health, organizing home work, and preparing for examinations. One could read this book and perhaps recognize his deficiencies, but he is not given an opportunity to correct and improve his reading habits.

ELIZABETH A. CORBETT  
High School  
Albion, N.Y.

*Personal Business Law*, by ROBERT O. SKAR, ARNOLD E. SCHNEIDER, and BEN W. PALMER. New York: McGraw-Hill Book Company, Inc., 1947. 637 pages, \$1.96.

*Personal Business Law* is a text for the student's desk, not the lawyer's library. It is an "everyday" law text with a "you" point of view that treats personally the legal aspects of the average person's activities. It gives the answers to the "why, what, when, and where" of everyday situations.

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CARTHENE MARINARO  
High School  
Danbury, Conn.

*Action for Unity*, by GOODWIN WATSON.  
New York: Harper and Brothers, 1947.  
165 pages, \$2.

*Action for Unity* is essentially a record of reconnaissance into the organizations working for social unity and into their methods of action. Chapter Ten catalogs and describes briefly the types of organizations. Chapter Three, comprising the major portion of the book, describes such methods as exhortation, education, participation, revelation, negotiation, contention, and prevention. A few il-

lustrations of each are given, followed by an estimate of the advantages and disadvantages of each pattern. Thus, it is pointed out that while verbal tributes to good will and condemnation of malpractices reaffirm social standards, preaching is on the whole ineffective, saves only the "saved," and usually evades the points of conflict.

The author himself sets the criteria for the appraisal of this report, by pointing out (p. 155) that the survey was but a "pilot" study, covering few communities and limited in time and tools used. While opening up many facts for analysis and appraisal of the methods of social action, it does not pretend either to formulate a coherent basis for such analysis or to consolidate the present experience in social action, beyond advising more action, and more of it based on action research.

While sketchy in reporting as well as in analysis, it is readable, and contains some interesting anecdotal material on who does what.

HILDA TABA  
American Council on Education  
New York City

*English (First Course)*, by ALEXANDER J. STODDARD, MATILDA BAILEY, & ROSAMOND MCPHERSON. N.Y.: American Book Company, 1947. 530 pages, \$1.92.

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ALEXANDER B. LEWIS  
Central High School  
Newark, N. J.

*A Basic Text for Guidance Workers*, edited by CLIFFORD E. ERICKSON. New York: Prentice-Hall, Inc., 1947. 566 pages, \$4.25.

This book merits high praise on two scores: (1) its clear exposition of sound guidance philosophy and practices, (2) its practical help for administrators, teachers, and counselors in both elementary and secondary schools.

The reviewer began marking pages from which to quote and soon found that such a practice would extend the review beyond any possible space limits.

The book is made up of chapters contributed by prominent practical workers in the guidance of children and youths. The first chapter, by Dr. Erickson, is entitled "The Role of the Guidance Service," and defines it in terms of its services to individuals under six major objectives, outlining the responsibilities of all members of the school staff in relation to these services.

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You can break away from isolationism by reading your professional magazines. Take *The Journal of Education* for example. It brings you a wide variety of news from many different places where education is on the go. It brings you articles on the how and why and what of educational procedure. You will be amazed to find how many of its fifty-odd articles, news items, reviews and editorial viewpoints help to round out your own ideas or to implement them. Regular perusal will be no hardship but a pleasure. It represents a painless way of ending that self-imposed exile.

But shucks! You can't be an educational hermit or you would not be reading this message in *Clearing House*.

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*The World's History*, by FREDERICK C. LANE, ERIC F. GOLDMAN, and ERLING M. HUNT. New York: Harcourt, Brace and Co., 1947. 781 pages, \$3.20.

*The World's History* relates the story of mankind from the beginning of time to the present. In a work of this kind, the choice of factual material and the arrangement of this material are of paramount importance. The authors were judicious in both respects. The significant forces that shaped the history of mankind are well described. The political, economic, social, and cultural aspects of world history are all appropriately emphasized. The authors did not make the mistake of merely enlarging a traditional European history textbook. They have written a new history.

The book abounds in interesting illustrations, maps, and charts. The study aids are useful. The "unit readings" at the end of each of the ten units are made more than usually valuable by short explanatory notes. The "class preparation" at the end of each chapter helps launch the succeeding chapter. The unit and chapter headings are striking.

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The book is attractively set up. The double-column pages make the reading easier.

HERBERT GROSS, Principal  
Public School 77, Brooklyn



## Homeroom Speakers' Bureau

Practice alone will make good public speakers. At least, it will make better speakers out of any speech class. But when speakers have a chance to speak with a purpose on subjects of interest to them and to other pupils, then the greatest good can be done for all concerned.

One of the projects undertaken last spring by Herbert L. Ballantine, public-speaking teacher, at East High, was the development of a Pupil Speakers' Bureau, with the pupils developing topics of their own choice on matters of personal regimen, boy-girl conduct, etiquette, and others. A mimeographed listing of 20 such talks was submitted to homeroom teachers, and the homeroom groups chose their talks and speakers.

Most popular of the titles were, for boys' rooms, "What Girls Expect of Boys on Dates," and for girls' rooms, "What Boys Expect of Girls on Dates." All of the other topics had calls, and some of the young speakers were kept busy as they gained confidence and poise and as homeroom pupils and teachers alike began to spread the news of success.  
—EVAN LODGE in *Ohio Schools*.

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## SCHOOL NEWS DIGEST

(Continued from page 309)

of stock and requested the administration to recognize the Co-op as a school-sponsored program. The students persist in asking that the orphan be adopted by the school, "but they have made little progress."

**FOLK DANCING:** Classes in folk dancing for elementary-school pupils and adults have been sponsored for the past year by Moorpark, Cal., Union High School. The classes, says Carolyn Snoddy in *Sierra Educational News*, fill a need among the older people for a weekly social affair. For the grade-school pupils the project is a training for high-school social affairs. Some of the folk dances taught during the school year were Russian, Scottish, Swedish, Danish, and Early Californian.

**RADIO:** About 700,000 pupils in 1,500 elementary and secondary schools listen to the educational programs of 6 Westinghouse radio stations located in Pennsylvania, Massachusetts, Indiana, and Oregon, announces Westinghouse Radio Stations, Inc. The programs are planned for in-school listening, and most of the series are on a 5-a-week, Monday-through-Friday basis.

**VANDALISM:** Children under high-school age in the neighborhood of Machine and Metal Trades High School, New York City, used to feel antagonistic toward the school. They broke windows, trampled school hedges, damaged other school property when possible. They felt so bitter toward the teachers that it was dangerous for the latter to park their cars near the building. Then John H. Gann became custodian engineer in 1944 and decided that a good-neighbor policy might help. Each year he throws a party for the young neighborhood children at his own expense. He allows them to play in the school grounds after school hours, and encourages the teachers to be friendly. During the past year, Mr. Gann says, damage to school property has decreased by 60 to 75% and maintenance costs have been reduced greatly. Mr. Gann makes it plain to the children that the annual parties will continue as long as they cooperate. This particular kind of appeasement seems to pay. Maybe even the teachers' cars are now safer from harm.

**SAFETY:** *Safer Home Living*, a handbook for home-economics teachers, is a 48-page, 50-cent pamphlet published by the School and College Division of the National Safety Council, 20 North Wacker Drive, Chicago 6, Ill.